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ABSTRACT

This report incorporates all the major conference events of the 18th Annual All Ohio Guidance Conference which had as its theme, "Guidance for the Now Student". The keynote address by Dr. Anthony Riccio, entitled "Guidance and the Destination Crisis" is concerned with the role of counselors and counselor educators of the near future. He presents an innovative training program designed to help counselor trainees better understand the problems of contemporary society and discusses the relevance of the rapid rate of societal change to counselors. The next article by James Thorp is concerned with the legal implications of House Bill 338 for school counselors. This bill requires that teachers and school authorities report evidence of child abuse to the proper officials. An address by Dr. Paul Fitzgerald stresses that the passport for counselors through the seventies must be involvement and that counselors must be instruments for change. Betram Gardner discusses the black student and emphasizes that "white counseling" techniques along with counselor attitudes are detrimental to the black child. Needed improvements in counseling and counselor attitudes are presented. The report also includes brief presentations by other individuals. (RSM)

Report of the

EIGHTEENTH ANNUAL ALL OHIO GUIDANCE CONFERENCE

EDO 46022

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GUIDANCE for the NOW STUDENT

OHIO SCHOOL COUNSELORS ASSOCIATION AND GUIDANCE SERVICES SECTION

Division of Guidance and Testing
State Department of Education

SEPTEMBER 24-25, 1970

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Guidance: For the NOW student

A Report of the Eighteenth Annual All Ohio Guidance Conference

Martin Essex
State Superintendent of Public Instruction

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FOREWORD

The Eighteenth Annual All Ohio Guidance Conference had as its theme, GUIDANCE FOR THE NOW STUDENT. Over 1,100 were in attendance. It was co-sponsored by the Ohio School Counselors Association and the Guidance Field Services Section of the Division of Guidance and Testing, Ohio Department of Education. This report incorporates all the major Conference events. The APPENDIX includes members of the Planning Committee, members of the Executive Board of the Ohio School Counselors Association, an Organizational Chart of the Division of Guidance and Testing, the Conference Program, the names of past Conference Program Chairmen and Award Recipients, and the Exhibitors at the Eighteenth All Ohio Guidance Conference.

The recipient of the Dwight L. Arnold Award for outstanding service to guidance and counseling was Mrs. Claretta K. Boder, Vocational Guidance Counselor, Eastland Vocational Center, Groveport. Mr. F. Ralph Miller, Director of Guidance, Mansfield Public Schools, received the Past Presidents Award. A Meritorious Service Award was presented to Mr. Kenneth L. Black, Director, Guidance and Testing, Wayne County Board of Education, Wooster. A newly authorized award identified as the "In" (Innovative) Award was presented to Dr. Keith D. Barnes, Supervisor, Guidance Services, Columbus Public Schools.

Special Events of the Conference included: A visit to the Columbus Technical Institute for those persons who had made advance reservations. A viewing of the "Best Film" and the "Best Filmstrip Series" Award Winners at the 1970 APGA Film Festival held at the 1969 APGA Convention in New Orleans. A continuation of the "A Look-in in the What's New Room" for the second consecutive year.

Mr. Fred S. Schiff, County Guidance Coordinator, Fairfield County Schools, Lancaster, served as Program Chairman, and Dr. Charles E. Weaver, Supervisor of Guidance Field Services, Division of Guidance and Testing, Ohio Department of Education, was the Conference Coordinator. They were assisted on the Planning Committee by Mr. Harry R. Meek of the Guidance Field Services Staff who also served as Exhibits Chairman, and by counselors from Southeastern Ohio and counselor educators from Ohio University, Athens.

As Coordinator of the Conference it was a genuine pleasure to work with a group of dedicated educators in helping plan what several in attendance summarized with the statement, "These conferences continue to get better every year."

Charles E. Weaver

Charles E. Weaver
State Supervisor, Guidance Field Services
and Coordinator of the
Eighteenth All Ohio Guidance Conference

October 1970

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OPENING GENERAL SESSION

INVOCATION

Father K. F. Grimes
Assistant Superintendent of Education
Diocese of Columbus, Ohio

In the name of the Father, the Son, and the Holy Spirit. Amen!

Oh, God, source of truth, give all of us the gift of understanding, that gift which will render our minds and hearts capable of perceiving more clearly our responsibility for providing leadership in school counseling. Help us to discover ways and means to assist us in providing essential programs for the development of the arts and skills which will best fulfill the counseling needs of our youth today. Thus fortified, they can emerge from their educational experiences knowing that progress in national life will be achieved only according to the measure of their readiness as individuals to make personal contributions and engagements with the communities of which they are part.

Bless the plans and proposals of this group. Let them inspire, guide, and help us toward increasingly effective responses to our responsibility for the preservation and extension of educational opportunities in this community and elsewhere. Amen!

MESSAGE FROM THE ASCA PRESIDENT
(Verbal editing authority given by presenter)

Mr. Donald L. Peters, Counselor
Lewis and Clark Senior High School
Billings, Montana

Last night I was advised in the light of current events to talk with you about the current position of ASCA in its relationship to APGA. It is very impor-tnat to me, and to you, too, that I be understood. This business of perception is always a touchy thing.

I hope you perceive my motivation in the things that I have to say right now, and the motivation of the ASCA Governing Board in the way they are intended. The action of the Senate in rejecting the proposed by-laws and amendments has moved the ASCA Governing Board to contingency 2 in the New Orleans resolution.

Basically, at this point, the ASCA Governing Board and the State Divisions of ASCA are obligated to inform the membership and to poll the membership, asking them which of three choices they favor:

1. To disaffiliate and become an independent organization.

2. To remain as they are in APGA.

3. To become a national affiliate with the National Education Association.

As we look at this and attempt to inform, it's next to impossible to be fair. Certainly, if we were fair, both sides would think of us as being unfair.

What I have done is to ask for statements from a number of people holding some very definite points of view on both sides of the question within ASCA. I have also asked for a statement from Bill Dugan. A special edition of the "ASCA Newsletter" is being put together right now in Salt Lake City. This will be sent to ASCA members first class about the first of October. I wrote my statement for this edition the day before yesterday. Most people wrote in the last couple of weeks, and their statements may be just a little different from what they would write right now because we've had a few changes that I mean to tell you about in just a moment or two. In general, there will be some statements to stimulate your thinking. It is very important that we hear the various points of view and then think for ourselves at this particular time. Also, there is a chronology of events to be considered. If you didn't grasp what I was talking about when I talked about by-laws, changes, contingency 2, etc., this will all be reviewed in this special edition of the "American School Counselors Association Newsletter."

But now, we've had another change. I hope that you empathize with the counselors just a little bit in the problem of having people on both sides of the fence say that if it doesn't go my way, I am going to quit. At a time, when we need strength more than ever before, people on both sides of the fence are saying that if it doesn't go my way, I quit. How do you solve such a problem?

I went to Washington a few days ago to talk to APGA people and to talk with NEA people. Certainly, if we are asking the membership whether or not they want to go to NEA, we'd better check with NEA to find out whether the door is open. Thelma Daley, the President-Elect of ASCA, and I met with the President and the President-Elect of NEA last Saturday night. They made time in a very busy schedule to have dinner with us; they were very cooperative. I was hoping to get from Helen Bain, the President of NEA, a commitment that if we did not move to affilicate with NEA at this time we could at least have liaison. I know that Helen is a very concerned former counselor.

When she starts talking counselor role, you'd think she was a militant ASCA member. She was a counselor for six years, but went back into the classroom because she thought she had more of a professional counselor's role in the classroom than she did as a professional school counselor even though she had a full-time counselor assignment.

She wants us to be in NEA to such an extent that she told her staff when she arrived that she wanted space for an executive director and secretary if we should choose to come. And they said, "Helen, we don't have space in this building. We've been overcrowded for years, you know that." And she said, "Make space." And they did. There is space at fairly reasonable rent at $516.00 a year for two 10' x 12' rooms with an expected space increase June 1, 1971. I found out from her that she was not interested in liaison. She said, "Liaison people are expensive and they don't accomplish much." She continued by saying, "The door is open, come on over. You belong here as part of the most powerful educational team in the world." She made a pretty good point. She noted, too, that it only took 250 signatures from 25 states to form a national affiliate. This process does take about a year and a half. It involves following a procedure in applying, it requires time to be approved by the Representative Assembly of NEA, and then it requires additional time before passing on it at the General Assembly the next year. At the earliest over a year and a half is necessary. When I told her that we had some people who might angrily come over and we hated to see a new national affiliate formed out of anger she said, "Don, I am not going to question motivation on this. If we get 250 names, and they are school counselors, we are going to have a national affiliate."

So, as I tried to write my statement to you over the weekend, repeatedly, I found myself recognizing that a national affiliate for school counselors is inevitable. At the same time I believe it is necessary.

As I told some of you before, at the NEA Convention this summer I attended a press conference. There are many stories I can tell, but this one seemed to come through the strongest to me when I was asked about our very concern concerning the drug abuse problem. I was at a drug abuse press conference with half a dozen cameras in operation and a dozen reporters. At the table there were college trainers, there were teachers, students, school nurses, policemen, but no school counselors. Some atrocious things were being put forward, things like -- let's make all teachers drug abuse counselors, and this is going to solve the problem. When I spoke from the press side of this conference, an uninvited guest, I asked, "How do you suppose busy teachers can do this job with all the other things that they have to do?" The answer was "In any one class there probably won't be more than five people, five kids having a drug problem at any one time, so the teacher should be able to take care of this."

I think it most unfortunate that school counselors are not within NEA using

the facilities of NEA for our purposes. The conclusion, then, seems rather obvious. The national affiliate is necessary as well as inevitable. But rather than have it come into being as a result of conflict at this particular moment, the ASCA Governing Board moved two days ago in almost total agreement -- we only had one vote against it on the board -- to assist in the formation of the national affiliate as a separate organization. This will mean that the people who don't want to go NEA, won't have to go NEA. They can stay with ASCA. I would hope that many people would some way or another be able to afford to stay with APGA. I am not myself for this affiliation away from APGA. Things are getting better with us in APGA. I wouldn't have believed two years ago that they could be as good as they are now. To dissolve such a valuable necessary relationship is unthinkable to me. At the same time, we must have affiliation with the most powerful education association. This means that we will have two counselors' organizations. I think we would have had two organizations anyway on about the same time schedule. Now, this change has not yet come into being, but in the special October edition of the "ASCA Newsletter" will be an invitation to send $15.00 to be a charter member. I'll be very surprised if we don't have the necessary 250 applications from 25 states to form an NEA affiliate. If this happens one month from now we will be under way in making application to NEA for the additional school counselor association.

Under such a plan, for the first year and a half officers and the governing board of ASCA will serve as the officers and governing board of the National School Counselors Association. And instead of two organizations, one called the NEA bunch, and the other the APGA bunch, both groups angry at each other with personalities having conflicts for the next fifty years, we're hoping to have two organizations with somewhat separate functions furthering the interests of school counseling. Thank you!

AD HOC BLACK COUNSELOR COMMITTEE MESSAGE

Mr. F. Ralph Miller, Chairman
OSCA Advisory Council
and
Director of Guidance
Mansfield City Schools

Those of you who were here at the All Ohio last year will recall the interruption by the young man from Ohio State University who read to you a Manifesto prepared on behalf of the black counselors of Ohio. You applauded him and did not hear what was read. But following the presentation a caucus was

held by the black counselors, out of which came an Ad Hoc Committee, which in turn presented a paper of concerns to the OSCA Executive Board in November. They presented their concerns on behalf of the black counselors and on behalf, more importantly, of black and poor children.

As a result of this presentation the Ohio School Counselors Association nominated and elected an OSCA Advisory Council, and I had the privilege of serving as chairman of this council during the past year. We had several Saturday meetings and, among other things, prepared a reaction to the paper presented by the Ad Hoc Committee. Then we met with representatives of the Ad Hoc Committee and we had what I think to be the best kind of dialogue. It was certainly informative on my part and on the part of my colleagues on the OSCA Advisory Council.

A 15 - 16 page paper on the topic was accepted at the OSCA Executive Committee Meeting yesterday without a single dissenting vote. We are sorry we cannot present and distribute to you today copies of this paper. But as soon as practicable, they will be distributed among the counselors of the State of Ohio. We will talk more about this at the OSCA Business Meeting this afternoon. It was felt that you should be informed, since it was at the Opening Session of last year's All Ohio that this confrontation was begun.

To my way of thinking we have made remarkable progress in relating the concerns of the counselors, hopefully all the counselors of the State of Ohio, for black and poor children. Thank you.

KEYNOTE ADDRESS

GUIDANCE AND THE DESTINATION CRISIS

Dr. Anthony C. Riccio
Professor of Education
The Ohio State University

While I was listening to Don Peters talk about the dilemma confronting school counselors across this nation as to what action should be taken with respect to their professional affiliation I was reminded of the dilemma presented to me by my friend Scotty Roberts at the University of Alabama. He said, "Well, we have a saying out here in Alabama that when you die you don't know whether you're going to heaven or to hell; the only thing you can be sure of is that you will change in Atlanta".

In January of this year I published an article in the GUIDEPOST entitled "Me Change? Are You Joking?" and I concluded that paper by saying that it is clear to me that until counselor educators become more current by becoming more conversant with what other disciplines have to contribute to our work there is little likelihood that significant change will occur in our counselor education programs. Doing the same old thing on video tape rather than a tape recorder is not my idea of significant change. And I went on to ask further, "How do we engage in significant change?" We read widely, we live more fully, we listen to people who differ with us. We become more informed than we have been, we share the fruits of our newly acquired insights with our students and with our colleagues, but most of all, we never ask our students to do anything that we aren't willing to do ourselves. Until we learn to change, until we learn to grow and to become more humanized individuals it seems ridiculous for us to urge our students to become what we aren't now or ever have been.

After that article appeared I received at least 80 letters ranging from Minnesota to Florida, from Maine to California asking me, "You write a good line, but what are you trying to do to see to it that you will be able to turn out students who will get the job done?" I thought and thought for some time about what I as a college professor coming into contact with a relatively small handful of people, something like maybe 500 or 600 students a year could do to acquaint myself more fully with the needs of this nation; how the people in this nation feel; what the problems confronting the citizens of this country are and how I as a counselor educator could help counselors I had trained and counselors I was in the process of helping train do a job that would help this nation not only survive but become more humanized, become more enriched.

As I started to read a good deal, I realized, that before I could help anybody else I would have to try to put it all together for myself. And I began

to do a lot of thinking, and I began to realize that every day my senses were being bombarded with a whole lot of data all of which in one fashion or another were having an impact not only on me but on people all over this nation. I read that the average American spends 22% of his annual income on interest and I thought about the tension this has created in so many homes, and I thought about the children coming from homes with considerable tension and how they would certainly need help from school counselors. I learned that 160,000 Americans move every day, and I learned how difficult it is for children and young people to move from one place to another and not suffer the pains of adjustment. And I learned that better than 50% of the people in this country who are employed were unhappy with the nature of their employment. And at the same time that I began to get all these isolated social statistics, I began to hear a fantastic number of people critizising the work of the school counselor. People in vocational education were saying quite often that we weren't paying any attention to students who wanted to go into vocational education. College admission counselors were holding meetings saying that counselors are doing a horrible job of getting people ready for college. Students were queried and then articles appearing in ladies' journals and other popular journals were suggesting that the last persons that high school students would turn to for help would be school counselors. But most of all the thing that got me was that as I attended a number of meetings as a member of the National Leadership Training Institute on Pupil Personnel Services, a group that is advisory to the U. S. Office of Education, I found that even people who were training counselors were saying that counselors were not getting the job done and I found myself in a very thorough state of confusion, because I was quite proud of the overwhelming majority of the counselors we were training at our institution, and I don't say we're any better than most other institutions in this state, and I couldn't believe that in an era where mankind was confronted with more problems than he had ever been confronted with before, where almost every study I saw called for the need of more counselors in our schools, that there could be so much criticism levelled at the counselors who were already functioning.

And so I began to read quite a bit in social psychology and discovered Warren Bennis. I began to try to find out whether the malaise that I was suffering from, that many other people were suffering from, was indeed sweeping the nation; whether or not what Bennis calls "The Destination Crisis" is indeed something that is afflicting all of us. What is the destination crisis? The destination crisis is a general state of uneasiness, a general feeling of uncertainty about ourselves and our work. Despite the fact that our peers, our colleagues, and many of the people who have trained and who have worked with us, are satisfied with us and that we have met all the external criteria that go along with success, yet we are somehow or another unhappy. And I began to realize as I went from one state to another that so many counselor educators in this nation were no longer certain of what it was they should be

doing in counselor education. They were concerned by the manner in which students throughout this nation were reacting to what was happening in the schools of this nation. They were concerned about the whole host of people who were saying that our schools were so bad. Whenever anything goes wrong with America it seems the first group to be blamed are school people,no matter what job they hold in a school. And so I decided, in conjunction with a friend of mine who teaches in a faculty other than guidance, that maybe one thing that we should do in our training program would be to show our students what the nature of the problems they would be confronted with would be like once they got out into the world of work, especially in the one or two counselor schools that Fred Schiff was talking about.

So we set up a seminar entitled "Humanistic Man in a Technocratic Society," and we decided that the format of the seminar would be that this colleague of mine,who was considerably to the left of me on most political positions,and I would start out each class session with a debate. We would attempt to demonstrate quite clearly that the American way is not violent, that the American way is rational discourse and that, although we disagreed on most everything, we picked ten topics that we thought all counselors and all people in adult education (my colleague was in adult education) would have to be confronted with in professional life. And we started out by passing out each week some 80 pages of material to our students, material that was balanced to represent almost every conceivable point of view on the topic under consideration, and we would start each class with a debate. The first week my colleague would present his position which was essentially that of the new left, I would present mine which is essentially that of an old line liberal in the way of rebuttal and we would reverse the procedure the following week. Word got around that professors were debating each other about issues that were meaningful to students; issues meaningful to students not only while they were students but also when they were people who would go out to work on the job. Students who were not enrolled in our class would come to stand up and listen to our debates. We did not allow them to participate afterwards because we already had too many for the seminar. We started this course out by showing a film entitled "This is Marshall McLuhan." This film is an attempt to explain what McLuhan has been pointing out about the field of communication, and that is that we are being overwhelmed because of technological development with events that have taken place far away from us, so that things that at one time we never knew about except after they had been events for some time we now knew about instantaneously. And what does this mean? It meant that by radio, by television, by newspaper, by weekly magazine, what is happening in Jordan becomes instantaneous news in Columbus. What is happening in another part of the world, Vietnam, becomes instantaneously known to students on our college campuses. And we decided that we would deal with the impact of technology and change on the life of man as our first unit; we would deal with the characteristics of contemporary students as our

second unit; and we would deal with the schools and student unrest. It so happened almost miraculously that on the day we were to deal with the school and student unrest, right across from the classroom where the seminar was being held, there were a number of students from the School of Social Work picketing the School of Social Work. And I went out to address the young lady who was leading the picket line and said, "I have a seminar entitled 'Humanistic Man in a Technocratic Society', would you be willing to come in and talk to my class about why you find it necessary to picket your professors?" I told her that the class was scheduled to meet today from 4 to 6. And once she said she would, I went to the Director of the School of Social Work and said, "I have a student out here who has agreed to come into my class to present the side of the students and the grievances they have about the program you are running. Would you or one of your faculty come in to present the side of the faculty?" What could the poor man do, but send in one of his professors! It was one of the most interesting classes we ever held at Ohio State. We saw that the young lady who was leading this group of pickets did not belong to any lunatic fringe. She was very articulate. She was a little older than most of our undergraduates because she had given up two years of her life to work with VISTA. She was now prepared to go into social work and she wanted some say about her program. She did not want to run the whole show; she wanted some say as to how her four years as undergraduate at Ohio State should be spent. The response of the professor was that he already had so little power that he was very reluctant to give up what little power he did have. And the issue was joined. Before our next meeting Ohio State was closed.

Two of the students in our seminar felt the seminar was so meaningful that they telephoned every student in the seminar, and for the two weeks that we were closed we continued to meet in the educational room of the First Christian Church bordering on our campus. What did we deal with? We dealt with race relations; we dealt with the role of research in contemporary society; we dealt with class value systems including women's rights; we dealt with work pressure; we dealt with leadership, and finally, we dealt with the meaning of awareness and commitment in the kind of world in which we are living. We helped all of our students to the best of our knowledge realize the kinds of pressures that they would be dealing with when they got their credentials and went our there there to work as school counselors or as adult educators. I am in the process of revising this syllabus, and so long as our supply lasts, I will be delighted to send a copy of this syllabus to anyone who writes me at the University, Department of Education.

What I learned from this particular experience was that it is very dangerous to put labels on people. It was very, very difficult for me to view as radical people who are interested in change; it was very, very difficult for me to be sympathetic with people who wanted to tear this nation down, and in very melodramatic fashion I related to them that at the time I started elementary school I

spoke no English and I went in Grade 1 in the first year that my public school ever administered intelligence tests, and they gave us such very difficult items as the following: Draw a circle around the item which does not belong with the other items: a hammer, a chisel, a saw and a cow. And I later went back to that school system as an English teacher and school counselor and went back through the records and found out that I had achieved an IQ of 74 in Grade 1. And this is why I get very upset with people who want to tear this nation apart; because this nation has been so good to me and so many people like me that, while certainly there is room for improvement in this nation, there is no room to destroy this nation; and we should spend more of our time as counselors helping young people to channel their energy into constructively improving this nation so that the kind of advantages that some of us have enjoyed will be enjoyed by every boy and girl in this nation irrespective of his race, religion, ethnic origin or the section of the country that he happens to come from.

Fred Schiff made a comment about my having been an English teacher. He may have heard about my new way of handling the first course in guidance at Ohio State. I no longer have my students write lengthy term papers. For the first eight years as a counselor educator I read an incredible number of 45-page term papers on the cumulative record--and I had it. And then I made a major discovery: and that was that the people who wrote novels could write much better than people who wrote text books. As a text book writer I feel free to make this statement. And so I came up with a list of books, all of which dealt with the human condition of man as he attempted to find himself, a list of novels all of which deal with problems of human growth and development. And, so, rather than having my students now write Mickey Mouse term papers, I have them react to novels dealing with the human condition. What I do now is have my students work on such novels or non-professional books as "To Kill a Mocking Bird," "The Child Buyer," "Lord of the Flies," "Catcher in the Rye," and "I Never Promised You A Rose Garden." I also use a very devious trick, I say, "Here is a typical term paper prepared for this course so that you won't have to ask me any questions as to how long this should be and what the format should be," and I give them one of the best term papers ever written in that course. And when students are given this paper, they are all convinced that their paper will be at least as good as this paper and I find them reading not only one, but five to ten to fifteen novels all of which deal with the human condition. And I have them react to the principles of human behavior, the principles of guidance that have to be found in these novels, and then to discuss the relevance of these principles to the boys and girls with whom they are working or with whom they will be working.

I am here to say that I am giving more A's now in this first course than I have ever given in the past. I am reading much better papers than I have ever received in the past. I find my teaching more exciting than I have ever found it in the past. I have my students write their own questions now. I have

redefined guidance for myself and for my students. For those who accept it the definition is: Guidance is the habit of making appropriate decisions.

Since our first course in guidance deals with students who come in from every conceivable field including school administration, my students are given the following question for a mid-term examination: Structure what you perceive to be a question relevant to the material of this course that you find to be provocative or that has bugged you. Answer the question you have structured. When I give this assignment my students all sit there and smile. The smile has faded by the beginning of the second week when they have had a chance to think about it for a week and to realize truly that, when one is given freedom to determine one's own course of activity, that responsibility goes along with freedom. And that is the example that I try to teach in that class. They are given the choice of determining what is important for themselves and responding to it. They make the decisions--I evaluate the quality of their decisions.

There is a whole new school of thought beginning to emerge in America, a whole new profession. As I have traveled, and I spent the month of September traveling through New England talking to school counselors, going back to where I grew up. Thomas Wolfe said, "You can't go home again." I think he was wrong. I went home to Providence and went to the playgrounds I attended as a child and read about the narcotics arrests that were being made in the playground that I attended as a child. I went there to swing and play ball. Today's kids, many of them, are going there to get turned on. And I began to realize the changes taking place so fast. I have noted that many of my colleagues at Ohio State and in institutions throughout the nation are retiring early. Others are beginning to make inquiry about what our retirement privileges are here at our institution. They are fearful of the fall. How do we handle the student who disrupts our class? Change is with us; it is upon us and a whole new group of scholars has emerged. They are called futurists. These are people who are attempting to predict what the future will be like.

And I would like to recommend to you at this time what is perhaps the most frightening and most enlightening book that I have ever read. It has just come off the press and is entitled "Future Shock." It is written by Alvin Toffler and published by Random House. It is an attempt to predict where we will be if we continue to change at the rate that we are currently changing. Some of the predictions made by Toffler are frightening.

Toffler indicates that rather than permanence, we will have to become adaptable to very brief encounters. We will experience what he calls "Perpetual Ad Hocracy." As a problem has to be solved, people will be gathered from all corners of the earth, or all corners of the city, and they will solve the problem and then they will return. And it will be very dangerous and very

serious to try to develop deep and meaningful friendships in the future because they will be of very, very short duration.

He introduces the concept of serial marriage. A serial marriage, according to Toffler, is one that lasts only so long as both parties wish it to last, and then in very beautiful prose, he frightened the daylight out of me by suggesting that in the future the average person will be married at least five times, and that every time he grows tired of his mate, he will turn his children over to a group of elder people who are professional child rearers. Child rearing will become a profession for the old.

And he goes on to suggest that when we talk about change, if we are going to help our youth accomodate to it and if we are ourselves going to accomodate to it, we must realize that is is not always the direction that change takes, but it is the rate at which change takes place that has an effect upon us.

He sees changes affecting us in at least two ways: psychologically and physiologically. In studies conducted by the Armed Services it has been demonstrated quite clearly as a result of an index developed by several researchers that there are incredibly high positive correlations between the number of changes that a person has to engage in in one year and the number of days he will spend in sick bay the next year.

Toffler suggests that if we are to survive psychologically, we must realize that each one of us has a different level of adaptability. We must realize that each one of us must be given a whole series of experiences, trial experiences. Some of the experimental vocational education programs, by the way, fit in very nicely with Toffler's suggestion of a three-week trial at a portion of a school program to see whether or not we want to go any further with it. But Toffler goes on to suggest that in the future we are going to have to be faced with a problem that he calls "overchoice." Early during the introductory section our international visitors were asked to stand. And I have a great many international students, graduate students, and they always tell me, "Oh, you Americans, you are always in such a hurry, you run, run, run, run. You are so nervous, you are so anxious in comparison to us." And I point out to them that they are in rapidly developing nations, and that for every ounce of progress that takes place, a price must be paid, and that in all highly industrialized societies, one of the prices that we pay for the progress and the material benefits that we enjoy is choice anxiety. There are so many choices confronting us, that we find ourselves confronted with problems that we would not be confronted with, had we not developed so rapidly.

Toffler suggests that a person born today, by the age of fifty, will have lived through the development of 97% of the knowledge developed in this world, and he raises some very meaningful questions about people who will suffer from

what he calls future shock. How are we going to teach people to cope, to become adaptable? He suggests that probably we are going to have to do it by viewing people differently. Rather than viewing people as status or stationary figures, we must view people as people in process.

The average American will be changing jobs five or six times; so, rather than just viewing a person as a plumber, let us view him as a person who is a plumber at this point in time but who in a relatively short time might well be something else. This fits in rather nicely with the career ladder concept of career development. And Toffler goes on to point out that decisions will have to be made by so many of us so rapidly that, if mankind is to survive, each of us must attempt to function as rationally as possible. We must attempt to plan what is likely to happen to us and to our students within the next year, within the next five years, and do all that we can do to help ourselves and our students get ready.

And so, if there is a message I would leave with you today, as so many people have defined the role of counselor, I would like to offer a new definition for the role of the counselor of the future. That is, a counselor will be the preservator of reason in an increasingly irrational society.

THURSDAY NOON LUNCHEON ADDRESS

LEGAL IMPLICATIONS OF HOUSE BILL 338 FOR SCHOOL COUNSELORS

Mr. James W. Tharp
Attorney--Teaford, Bernard, West and Brothers
Columbus, Ohio

Mr. Chairman, Ladies and Gentlemen!

Unfortunately, attorneys are notorious for taking an extremely fascinating subject and turning it into one long migraine headache simply by breathing in and looking as though they want to say something. But hopefully, this won't be the case in the next few minutes. My sincere apologies if it is.

I think you will find the subject today a very interesting one, indeed. Imagine, if you will, one of your favorite students limping into class one morning with severe bruises over his entire body, with ugly lacerations and contusions on his face, on his back and arms and legs, and the subject becomes very fascinating in a very morbid sense and that migraine headache begins to quickly fade away. While your immediate reaction may be threefold, you may suppose, well, perhaps the child fell out of the swing, or perhaps he fell down a flight of stairs. Secondly, you might think that perhaps he got into a fight with another one of his fellow students. And thirdly, you may have reason to believe that this is a valid case of child abuse. It's the latter situation that we'll be concerned with this afternoon.

Before engaging in an analysis of a more important aspect of House Bill 338,I think it is appropriate at this point to discuss the scope of the overall problem of child abuse as exemplified by the hypothetical situation that I just presented to you. Child abuse is not a new phenomenon; as a matter of fact, it has ancient roots and is even alluded to in various passages of the Bible. It respects no socio-economic boundaries and occurs in both the country club districts as well as in the ghettos. Examples of child abuse include beatings, burnings and strangulations resulting in severe bruises, lacerations, ruptured lungs, skull fractures, and, of course, even death.

The number of cases are legend, numbering in the tens of thousands across the country. Some of you in the Trumbull County area may recall a case in the not too distant past, where a farmer in Trumbull County was convicted for child abuse. He had chained one of his young children inside the barn and left him there for several days.

I am sure that you don't want to hear about statistics, or I'm sure you don't want a description of the morbid details. Possibly the most alarming

aspect of the child abuse syndrome and the problem of abuse and neglect in this country is the fact that most cases go unreported and, consequently, they go unsolved. Keep in mind that you are dealing with a very malleable mind. The consequences of child abuse may affect that child's personality for the rest of his life, especially, when it occurs in tender years. Now you've got what might be compared with an iceberg with the largest and most dangerous mass remaining unseen beneath the surface. Even compounding this problem is the fact that a parent who abuses his child, or who neglects his child, may be exhibiting the symptoms of a very, very deep psychiatric problem.

For example, in 1963 in a nationwide survey that was taken by the American Humane Association, the following was reported, and I quote, "Rarely is child abuse the product of wanton, willful or deliberate acts of cruelty. It is seen to result from parental inadequacy, from inmaturity, and from lack of capacity for coping with the pressures and tensions which beset the modern family. With rare exceptions, these are parents with problems, problems which run the full range of human experience." So consider for a moment, what you are up against, you and teachers and various administrative personnel within the school system. Obviously, you are not confronted with what we would like to think of as the typical emotionally stable suburban family. You are up against a parent who because of perhaps some unexplained or some peculiar mental aberation is psychologically, and this is a very real fact, is psychologically unable to appreciate the consequences of an assault against his own child. And this is quite a problem indeed. The sad part about the situation is the fact that the crime has already been committed and the damage has already been done. It is a crime in Ohio to abuse a child under 18 years of age or a mentally or physically handicapped person under the age of 21. It is a crime with criminal penalties to neglect a child with the exception where that neglect is due to a well recognized religious theory. But at any rate, that child who walks into your classroom limping and looking like he's been hit by a truck may have already suffered a very severe emotional shock in addition to any physical damage which he might have sustained. So, where do we go from here? Well, obviously, your sense of moral indignation, coupled with your responsibilities as a guidance counselor, tells you that you should attempt any means available to prevent such an occurrence in the future. This is precisely where House Bill 338 comes into effect. In fact, House Bill 338 requires you, if you fall into a particular category, to report to the proper authorities any case of child abuse or neglect which comes to your attention. It requires you to take some formal positive action which we'll see in just a moment.

In 1963 Ohio was among the first of many states to pass the so-called "Child Battering Statute." It is now identified in this state as Section 2151.421 of the Ohio Revised Code. Generally speaking this section requires that a

report be made to the proper authorities in the case where an individual has reason to believe that a child has been abused or neglected. I might point out here that this provision, this mandate, if not complied with, carries with it a criminal penalty tentatively of from $5 to $100 in fines, or one to ten days in jail, or both. So if a case of child abuse comes to your attention and you fail or neglect to report it, it is possible, entirely possible, that you may be criminally prosecuted for this failure or neglect. But I want to emphasize at this point that the intent and purpose of this statute is benevolent and not penal in nature. In other words, the intent of the statute is to protect the child, to protect his future well-being rather than to bring punitive measures against an individual who for some reason fails or neglects to make the proper report to the proper authorities.

As originally enacted in 1963, this statute required the reports of only physicians and other individuals in related medical fields. But in two subsequent amendments, one in 1965, and the other in 1969, Ohio has deviated from the procedure of other states and has expanded the scope of this reporting provision to include teachers and school authorities acting in their official or professional capacity. Now teachers as well as what they call school authorities are required to make the proper report. These changes in themselves indicate an awareness on the part of the State Legislature that something needs to be done, that the problem is one that affects the entire gamut of the social areas of society and is not exclusively a medical problem. In fact, anyone who is connected with the school system as a teacher or counselor, or what have you, probably has more contact with the pupil and probably has a greater opportunity to make these reports than someone in the medical profession.

Most parents will abuse their child in the secrecy of their home and will not report it to a physician out of fear of being prosecuted. But the child still has to go to school and this is where your role comes in and your duty to make the proper report. Now if a teacher or school authority determines that a child has been abused he must immediately make a report by telephone or in person to a municipal or county peace officer. These are the individuals to whom a report is made. This oral communication must be followed with a written report, according to the statute, and it must contain the following:

1. The names and addresses of the child and his parents or person or persons having custody of such child, if known.

2. The child's age and the nature and extent of the child's injuries or the physical neglect including any evidence of previous injuries or physical neglect.

3. It must contain any other information which might be helpful in establishing the cause of the injury or physical neglect.

The statute requires again a report from a school teacher or a school authority. Here is the kicker. Does either of these two categories apply to school counselors? In other words, are guidance counselors, as such, required under the Statute to file a notice or a report of child abuse? Well, the answer is a very definite "maybe." I'll tell you why. We are dealing again with a criminal statute with criminal penalties, and criminal statutes are always construed very, very strictly. If the statute says--school teachers or school authorities--it probably excludes a guidance counselor. The problem comes in interpreting whether or not you are a school teacher. This is classified according to your job position within the school system. If you have strictly counseling functions within the system and perform no classroom functions, or, if you are in no way connected with the administration, then probably, you would not be included in the requirements to make such a report. If, on the other hand, in addition to your counseling duties you are a classroom teacher or perform teaching functions, or again are in some way connected with the administration of the school system, then clearly you are included in this mandate. So it is up to you to decide which classification, which category you fit into. Now, even if you decide that you are strictly a guidance counselor and are not included in this mandate, you still certainly have a moral duty to make a report or at least participate in the making of a report. You may not be required to, but I think your sense of justice would lead you to at least cooperate to some degree in seeing that parents or responsible individuals are prosecuted if necessary.

We now know what your duties are to some extent. Unfortunately, there are a few more aspects of this Statute that we do not have time to discuss in depth, but there are some additional ideas of what you are required to do under it. Suppose you find what you believe to be a valid case of child abuse or child neglect. It comes to your attention while you are performing your official duties, official responsibilities. What happens if you make a report as you are required to, or if you participate in making a report, and that report turns out to be false with no substantial facts to back it up whatever? It is entirely possible that under ordinary circumstances a parent, if he is vindictive in nature, could turn right around and sue you for libel or slander of his reputation and get away with it. You could be fined, possibly jailed for a certain period of time, and I am sure this is not what you had in mind under this particular House Bill.

The most significant part of this section of the Revised Code of this House Bill is the fact that it grants immunity from prosecution of anyone making a report, or anyone participating in the making of a report, or anyone

participating in legal proceedings instituted on the basis of such a report. Even though you may be required to make a report, or if you just participate, this Statute gives you complete and total immunity from any suit that may be brought against you as a result of either filing or participating in the making of the proper report. You have nothing to fear in this regard. As a matter of fact, in the past without this immunity, I'm sure you could realize that many people neglected to even consider bringing charges against a parent who had been guilty of child abuse or child neglect. So you're protected. I might add that what the section does not cover is any malicious, willful, or wanton prosecution on the part of somebody. If they maliciously intend to slander or libel someone, they are not protected by this Statute. I'm sure none of you here will have this problem. I am sure your intents are very honorable, indeed.

So the two principal provisions in the House Bill 338 with which you should be concerned are, first, the mandatory reporting provision and whether or not you are included in the reporting category as school counselors and, second, keep in mind that you are protected from civil or criminal liability if you in any way are connected with a legal proceeding or the making of a report. I think, as I pointed out earlier, that you probably have greater reason to now participate in this type of investigation work since you are protected. You do have the moral duty. I am sure the code of ethics of your profession requires you to conduct yourselves accordingly in attempting to alleviate a very, very serious problem. At the present time, most of the cases go unreported so perhaps you can help to turn these statistics around.

Thank you very much for having me here this afternoon. It's been a very great pleasure.

BANQUET PROCEEDINGS

EXCERPTS FROM THE TOASTMASTER

Dr. Donald A. Green
Professor of Education and Chairman
Department of Guidance, Counseling, and Student Personnel
Ohio University
Athens, Ohio

I've been questioned about that picture that you see in the program on a number of occasions today. Actually, that picture was taken when I was much older. That stunned look that you see was taken right after I had been informed by the Dean of the College of Education that I was being sent to Africa for two years. I'd been told that the whole deal was rigged by the counselors in Southeastern Ohio. It was supported by the graduate students at Ohio University; it was financed by the College of Education Faculty. I was driven to the airport by my neighbors; the passport arrangements were made by the American Association of University Professors, and my goods were sent free by the Mayflower Moving Company who represented the professional and business interests of the people in Southeastern Ohio and the 22 counties just south of Highway 40 and to the east of Route 71. It was a pleasant experience though, and I would highly recommend that some time, for at least a two-year period, that you in talking with your boss could feel the assurance that I felt in talking to him and knowing that he was 3,000 miles away.

I'm an Iowan. I'm a transplant. I'm a pretty good example that not all those kinds of operations are successful. I was born in a little town of Wedlock. Iowa has some interesting little towns, you know: Morning Sun, Whatyear, Egobend, and my hometown was Wedlock. Actually, I wasn't born right in town, I was born out of Wedlock a few miles. That was before they had anything like Planned Parenthood Associations. Did you notice that wonderful program they had in the paper this Sunday? Did you notice, it had that tremendous list of all the wonderful things that they weren't going to do this coming year in the Planned Parent . . . I'll slow some of these down if it gets a little bit too fast for you.

My father was a very astute businessman there in Iowa. He invested in revolving doors. During the depression we got wiped out before we could even turn around. You know I don't have to do this for a living; I've got two Chinchillas in heat.

My grandfather was an old Indian fighter out there in the Plains and a very interesting man. He only fought old Indians. He got married for the third time

at the age of 104, his bride was 94, and they spent their honeymoon getting out of the car.

My brother was with the FBI. They picked him up in Kansas, I believe, and he was with them until they reached Leavenworth.

I'm married and have three children. David is the oldest, and now that he has grown old enough that we can stand him, he can't stand us any more. Michael and Steven are teenagers, and the worst thing I can say about teenagers is that they seem to be enjoying the times so much.

I never bring my wife to Columbus. I thought I had solved things by taking away all of her credit cards, but I found she had tattooed one on the back of her hand. Whenever the merchants in Athens are going to have a sale they always check with her to see if she is available.

I was wondering, do you really know when an Iowan is lying? I'm afraid some of this stuff is going to get back there and I'm going to have to answer for it. You can tell when an Iowan is lying by looking at his hands. If they are trembling a little bit, you'd better be careful! You better look at his eyes in the second place. If there isn't good eye contact you'd better be careful. Next, you look at his mouth. If it's moving, he's lying.

I left Iowa in 1958 and headed for Ohio. It was a very slow trip in those days. I know you have heard how in Texas you can get on a train and ride for three days and never leave Texas. Well, we had the same trouble in Iowa, the trains run just about that slow. But part of the problem that made it such a long trip was that I had three companies after me: the Gas Company, the Water Company, and the Electric Company. I finally made it into these Hocking Hills 12 years ago this month. It took me five years to find my way back out of the hills. By that time I had tenure; I had been flooded out three times by that Hocking River; I was $24,000 in debt, and someone reminded me: You're just like an Ohioan. So now I consider myself a Buckeye, and if someone would ask me where Athens was, and I would invite you all to visit us down there in Southeastern Ohio, I'd say it's some place between Philadelphia and Salt Lake City.

We're down there relatively isolated, relatively secure, and we will need a little bit of help probably in this coming year for our University and higher education. We think it's worth the efforts of all of the people of this fine State to keep it open. We're going to, and I would say to this particular group, that the educational system, in all seriousness, is one of the reasons why I chose to stay in Ohio, and it's worth every moment and every effort on our part.

INTRODUCTION OF GUESTS

Speaker's Table

Mr. Raymond J. Pack, Director of Guidance, Ross County Board of Education, Chillicothe, and President-Elect, Ohio School Counselors Association
Mr. John G. Odgers, Director, Division of Guidance and Testing, Ohio Department of Education, Columbus, and President, National Vocational Guidance Association
Mrs. John G. Odgers
Mr. James S. Wade, Assistant Superintendent, Pupil Services, Columbus City Schools, Columbus
Mrs. James S. Wade
Mr. M. Lynn Welker, Supervisor, Pupil Personnel Services, Wayne County Joint Vocational School, Smithville
Mrs. M. Lynn Welker
Mr. F. Ralph Miller, Director of Guidance, Mansfield Public Schools, Mansfield, and Past-President, Ohio School Counselors Association
Mr. Robert R. Menarcheck, Counselor, Lincoln High School, Canton, and East Central District Representative, Ohio School Counselors Association
Mrs. Charles E. Weaver
Dr. Charles E. Weaver, State Supervisor, Guidance Field Services, Division of Guidance and Testing, Ohio Department of Education, Columbus, and State Department Representative, Ohio School Counselors Association
Mrs. Paul W. Fitzgerald
Dr. Paul W. Fitzgerald, Administrator, Pupil Personnel Section, Department of Education, Tallahassee, Florida
Dr. Donald A. Green, Professor of Education and Chairman, Department of Guidance, Counseling, and Student Personnel, Ohio University, Athens
Rabbi Nathan Zelizer, Congregation Tifereth Israel, and Chairman, Columbus Board of Rabbis, Columbus
Mrs. Martin W. Essex
Dr. Martin W. Essex, Superintendent of Public Instruction, Ohio Department of Education, Columbus
Mrs. William D. Boder, Vocational Guidance Counselor, Eastland Vocational Center, Groveport
Mr. William D. Boder
Mrs. Bill N. Ameredes
Mr. Bill N. Ameredes, Assistant Principal, Buckeye High School, Medina, and President, Ohio School Counselors Association
Mrs. Kenneth L. Black
Mr. Kenneth L. Black, Director, Guidance and Testing, Wayne County Office of Education, Wooster
Mrs. Keith D. Barnes
Dr. Keith D. Barnes, Supervisor, Guidance Services, Columbus Public Schools, Columbus

Mr. Donald L. Peters, Counselor, Lewis and Clark Junior High School, Billings, Montana, and President, American School Counselors Association
Mr. Norman J. Rex, Professor of Industrial Education, Ohio Northern University, Ada, and President, Ohio Industrial Arts Association
Mr. Walter F. Wisnieski, Principal, Brecksville Senior High School, and President, Ohio Association of Secondary School Principals
Mrs. Harold H. Sebold
Mr. Harold H. Sebold, Executive Director, Buckeye Association of School Administrators, Worthington
Mrs. Fred S. Schiff
Mr. Fred S. Schiff, County Guidance Coordinator, Fairfield County Schools, Lancaster, and Program Chairman, Eighteenth Annual All Ohio Guidance Conference
Mrs. Thomas J. Quick
Mr. Thomas J. Quick, Assistant Superintendent, School Organization and Finance, Ohio Department of Education, Columbus
Mrs. H. Eugene Wysong
Dr. H. Eugene Wysong, Associate Professor, Department of Guidance and Counselor Education, University of Toledo, Toledo, and President, Ohio Personnel and Guidance Association, and Ohio Association of Counselor Education and Supervision
Mrs. Paul E. Spayde
Dr. Paul E. Spayde, Assistant Superintendent, Department Services, Ohio Department of Education, Columbus
Mr. Richard W. Huffman, Principal, Wayne Trail Elementary School, Maumee, and President, Ohio Department of Elementary School Principals
Mr. J. Alan Aufderheide, President, Ohio Educational Association, Columbus
Dr. G. Robert Bowers, Assistant Superintendent, Division of Instruction, Ohio Department of Education, Columbus
Mrs. G. Robert Bowers
Mr. John H. Hall, Assistant Executive Secretary for Government Services, Ohio Education Association, Columbus
Mrs. Anthony C. Riccio
Dr. Anthony C. Riccio, Professor of Education, School of Education, The Ohio State University, Columbus
Dr. Stayner F. Brighton, Executive Secretary, Ohio Education Association, Columbus
Mrs. Stayner F. Brighton
Mr. David B. Hathaway, Coordinator, Pupil Personnel Services, Franklin County Schools, Columbus, and President, Ohio Association of Pupil Personnel Administrators
Mrs. David B. Hathaway

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Mr. Erroll V. Black
Mr. John W. Watkins, Supervisor, Vocational Agriculture Section
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Mrs. Jerry W. Hammett

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Mrs. Raymond A. Horn

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Mrs. Russell A. Working

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Mrs. Frank L. O'Dell
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Mrs. Gerald L. Ognibene
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Mrs. Dermot J. Schnack
Mr. Richard E. Green, Field Supervisor
Mrs. Richard E. Green
Mrs. Herbert R. Baumann, Secretary
Mr. Herbert R. Baumann

Guidance Program Development Services Section

Mr. Walter W. Adams, State Supervisor
Mrs. Walter W. Adams
Mr. David W. Cliness, Program Specialist, Research
Mrs. David W. Cliness
Dr. Paul E. Kohli, Program Specialist, Adult Guidance
Mrs. Paul E. Kohli
Mr. William E. Nemec, Program Specialist, Elementary Guidance
Mrs. William E. Nemec
Dr. Joseph A. Mihalka, Program Specialist, Career Planning and Placement
Mrs. Joseph A. Mihalka
Mr. Joseph A. Schindler, Program Specialist, Vocational Guidance
Mrs. Joseph A. Schindler
Mr. Falis Chothia, Consultant
Miss Sue Anne Phillipson, Secretary

Ohio Testing Service

Mr. Kenneth R. Higgins, State Supervisor
Mrs. Kenneth R. Higgins
Mrs. Ralph E. Allen, Test Development Specialist, Languages and Music
Mr. Ralph E. Allen
Mr. Richard F. Bowman, Jr., Test Development Specialist, English and Social Studies
Mr. John R. Bybee, Test Development Specialist, Mathematics and Science
Mrs. John R. Bybee
Mr. E. Roger Trent, Test Development Specialist, Ohio Survey Tests
Mrs. E. Roger Trent
Mr. Louis E. Vild, Administrative Specialist
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Mrs. Lillian M. Roof, Varitypist
Miss Carolyn B. Ashleman, Varitypist

PRESENTATIONS OF AWARDS

Dwight L. Arnold

Mr. Robert R. Menarcheck
Chairman of the OSCA Awards Committee and
Counselor, Lincoln High School
Canton, Ohio

It is my honor and privilege to present the Dwight L. Arnold Award to an

outstanding counselor in the State of Ohio. Actually, this is the highest honor that you can bestow upon a counselor here in the State. The award is named after Dr. Arnold, who is one of the founding fathers of the Ohio School Counselors Association. Dr. Arnold is here and I wish to recognize him, if he would stand please.

What this man signifies in his life today, signifies the award itself. It is presented to an outstanding individual in guidance. When I was asking people what I should say about this person, actually there were two sheets I could say about her, but when asking people who knew her real well they said that she is just great! That's all you can say because she is a fine individual, an outstanding counselor. It is an honor and privilege for me to present the Dwight L. Arnold Award for this year to Claretta K. Boder.

Mrs. Claretta K. Boder
Vocational Guidance Counselor
Eastland Vocational Center
Groveport, Ohio

Thank you very much, Robert. And I also would like to thank all of the fellow counselors that are here tonight and those of you who made it possible for me to be chosen to receive this honor. I accept this as a representative of all counselors. Also, I would like to thank Dr. Arnold for his foresight in making such a recognition to the profession possible.

Past Presidents

Mr. Bill N. Ameredes, President
Ohio School Counselors Association
and Assistant Principal
Buckeye High School, Medina, Ohio

It really gives me a thrill to present this award to Past President Ralph Miller. The inscription on the award reads: "Presented in Recognition of Outstanding Services to Mr. Ralph Miller, President, 1969 - 1970."

Ralph, before I give you this award I would like to say this to the audience, that you have served in every capacity in the Ohio School Counselors Association, and I can think of no one who is more deserving of this type of award.

Mr. F. Ralph Miller
Director of Guidance
Mansfield Public Schools

Thank you, Bill. Three years ago when I was elected President-Elect, or soon after that, my wife and I bought a house which has a place all fixed up for this because I knew this was coming three years later. I'd like to pay a special tribute this night to my former boss who is here this evening. Once the opportunity came for me to have my name submitted as a candidate for President-Elect, he said, "By all means, do it." Mr. Zinser, I did it.

Seriously, I appreciate this. The most important thing on here is the name Ohio School Counselors Association. To me this symbolizes the relationship with an organization that I think is one of the best in the country.

Meritorious Service

Mr. M. Lynn Welker
Supervisor of Pupil Personnel Services
Wayne County Joint Vocational School
Smithville, Ohio

Mr. Kenneth Black of Doylestown, Ohio, has been Director of Guidance Services in the Wayne County Schools for the past 13 years. Before joining the county staff he was a successful teacher, coach, and school principal. Kenny joined the County Office Staff in 1957 and at that time he was the only guidance person employed in the county. He demonstrated the value of a good guidance program and worked very closely with school administrators, teachers, and counselors. Programs grew, both in quantity and quality. Today, these same seven school districts employ ten high school counselors, two junior high school counselors and Kenny now spends much of his time in the field of elementary guidance. He has developed a county-wide testing program, has worked diligently toward the establishment of the Wayne County Joint Vocational School, and has been instrumental in developing fourteen classes in special education. Educators in the county respect Kenny's leadership and admire his resourcefulness and seek his counsel. Counselors refer to him as Dean of Guidance, Leader, and Good Friend.

Kenny, on behalf of the Ohio School Counselors Association, the Wayne County schools, and particularly the counselors of Wayne County, it is with much heartfelt gratitude that we present you with this certificate as the recipient of the 1970 Meritorious Service Award.

Mr. Kenneth L. Black
Director, Guidance and Testing
Wayne County Office of Education
Wooster, Ohio

It just occurred to me today that I'm almost in the same position as the gentleman I heard once who gave a talk and said, "Before I start to speak, I have something important to say." I have something important to say. My other achievement that I'm tremendously proud of, and it took me 22 years, but it's my little 22-year old daughter right here and I think you should see her. Cherie . . .

This is my most singular honor and I truly am deeply touched. It's particularly gratifying to receive it from the hands of a former Dwight L. Arnold Award Winner. It's been about 20 years ago that a very fine gracious gentleman, humanitarian, and a giant in the field of guidance, started me down the road we call "Guidance." He not only starts you down the road, but he walks with you. I'm not sure whether it is to give you a kick occasionally or to pick you up if you stumble. He's been referred to at least twice tonight, and, of course, that's Dr. Arnold. I want him to know, and I want to publicly admit my debt to him which I can never repay to him personally, but I try to repay it in service the same as you do. All of you at some time in your life must have sat at the foot of a great man and served humanity because of him, and this is what I try to do.

The guidance program in Wayne County hangs on the back bone of our administrators. They have been really fine to work with, they have backed us financially, given us physical facilities, and I don't believe that any of our counselors has ever made a request, that has been reasonable, that has been refused. The life blood of our guidance is our counselors. I'm truly proud of them, I love them all, and I want to publicly re-dedicate myself to them and service, and I would like to have you see them. That includes all our counselors here from Orrville, Rittman, and Wooster. We all work together in Wayne County. Would you stand? I want them to see you please. Thank you.

In (Innovative)

Mr. James S. Wade
Assistant Superintendent (Pupil Services)
Columbus City Schools

It is a pleasure for me to ask Dr. Keith Barnes to come forward and receive this award. Also, I would like to ask Mr. Clayton Ferrel to stand and the members of our Counseling Staff in the Columbus Public Schools to stand because, certainly, they had a great hand in helping Keith to receive this award.

I'd like to mention that Dr. Barnes has signed a pact with me that he will stay with the Columbus Public Schools for the rest of his life.

On behalf of the team of the Pupil Services Division of the Columbus Public Schools, and the more than 110,000 boys and girls, certainly we are proud to present this award to Dr. Barnes. It's called the "In-Award", the innovative award. And Keith, you are a part of the in-crowd of our great school system in the State of Ohio. Congratulations on receiving this award.

Dr. Keith D. Barnes
Supervisor, Guidance Services
Columbus Public Schools

Thank you. In this moment I feel sort of like the guy who fell out of the 13th floor of the City National Bank Building. When he landed in the grass, and miraculously wasn't killed, the first witness ran up to him and said, "What happened?" And he said, "I don't know, I just got here." I feel that way very much now because the programs that we have conceptionalized in our guidance program here in Columbus would not have meant much of anything at all had not the people that Mr. Wade just referred to, the counselors and the many other supportive staff members implemented these programs in the course of the last three years. So I would like to publicly thank each and every one of the counselors from Columbus here tonight and also the administrative staff of Columbus Public Schools for making the climate possible to try out these programs and see that they would be successful. Thank you very much.

GREETINGS FROM THE STATE DEPARTMENT OF EDUCATION

Dr. Martin W. Essex
Superintendent of Public Instruction
State of Ohio

Standing here this evening looking at this impressive audience makes me feel exceedingly humble. I am sure that you recognize fully what this audience means to the youngsters of Ohio in a period of unusual change, in a period of unusual demands on education, on them, and on our society. All of these people seated up here, the people who sit on boards of education and the persons who are members of college faculties are not sure about the direction of American education in the 1970's. Perhaps this is more so now than in any decade in our history.

Are we in a period of revolution? One could substantiate that we are with an abundance of data. Are we in a period of vast reformation of American edu-

cation, not unlike the religious reformation of some centuries ago? Are we in a period of renewal, needed renewal in spirit, in support, in general undergirding of the basic philosophy of American education that made it the greatest instrumentality for the advancement of the human race in the history of the world? There is some evidence to support this concept. Are we in a period of reversal? If one were to see the separatists' schools that are formed in the South this month; if one were to look at the number of private schools that have been formed around the large cities of Ohio; or if one were to look at the concept of the voucher idea; or to look at the store front schools in the ghettos; or if one were to review the three-year study that the Carnegie Corporation just announced and published--The Silverman Study--this week saying that American education had been a dismal failure, one could think we were going back to the pre-Civil War period with a reversal toward pluralism and privatism.

In other words, as we launch into the Seventies, there should be more concern for direction and evaluation of American education than at any other time. When you can make divergent remarks such as is American education in the state of revolution; is it in the state of reform; is it in the state of renewal; or, is it in the state of reversal, and support them, we have genuine reasons for concern about education. The present confusion about education gives good reason for unifying the profession by bringing together some of the best minds that we can find to establish goals for education in the 70's.

I have no intention of trying to make a talk here this evening, but the reasons for these initial remarks are very obvious. For the first time, even more so than in 1958 when we launched the great ideal of the guidance counseling concept in America, we have an adequate supply of every professional group with the exception of the groups in the health area and some teaching areas. This is new, in your generation, in your time, and I suspect this means that your value to society, your function, takes on new dimensions and takes on new interests. I should hope that you seize on this opportunity for the advancement of counseling and guidance.

We also have another great opportunity which we have not had previously in America. We are approaching the time when we may have an adequate supply of well-trained and well-prepared teachers which could permit us to provide that individual kind of consideration, individual kinds of counseling, individual kinds of guidance, the individual kinds of attention and programming, and the individual utilization of technology that we dream about, that we've talked about, that we've projected and thought about down through the years. In other words, the 70's could be a revolutionary period of reformation and renewal where there might be a combination of aspects that make it possible to provide individualized counseling, instruction, and competency to all youngsters.

We don't have an oversupply of teachers. We need many, many more people serving in the educational instrumentality in this country. We're merely reaching that point. But, I would say to you: Go out from here and spread the gospel, and above all, remind the students that from now on occupational choice is going to be exceedingly important, because there is going to be severe competition in the market place for those who seek employment.

Congratulations on your progress to date. I hope you're setting your sights very, very high for the future.

Best wishes.

BANQUET ADDRESS

Dr. Paul Fitzgerald, Administrator
Pupil Personnel Section
Department of Education
Tallahassee, Florida

May I say that after we spent about an hour and a half this afternoon getting all this media rigged up, I feel very sincerely that I'm coming to you through the courtesy of Mr. Chet Davis of the Instructional Materials Section, the Ohio Department of Education. Chet has been very helpful in assisting me to set up and really get ready for this media presentation. Some time ago I decided that there should be another way of reaching people than by reading speeches--especially after dinner speeches that are scheduled after a full day's program when people are just about ready to phase out on you. I really hope that those of you who are in the dark and don't like what you see and hear tonight will go ahead and take a couple of snoozes while it's being presented.

When Charles Weaver asked me to speak with you on the title, "Guidance for the NOW Student," this encouraged me very much; because I do feel very sincerely that this is the problem we're working with today. I know that I feel very close to many of you in Ohio, being raised in West Virginia myself and then having many good friends and a younger brother and his wife here tonight with us and being faced with the problem, I'd better do a good job, or maybe he's not going to take me home with him later. But in the light of the problem that we're facing, to sort of set the stage, I'd like to read something that came from the Winston-Salem Journal which to me actually sets the stage for guidance and counseling programs in the school. It is entitled, "Just a Note to His Teacher," and goes like this:

Dear Miss Carpenter:

The bearer of this note is William Harper Penrose Parker, IV. He is my son and this is his very first day of school. I would have brought him, but my husband and I have tried to teach William Harper Penrose to be a self-reliant child. For this purpose, I am staying in my car. I will be there until school is out, at least for the first few weeks. William Harper Penrose is an unusual child, so I hope you will not mind if I make just a few suggestions. I would suggest that you find him a seat by himself. He is not accustomed to close contact with other children, and he might find himself very uncomfortable, also he bites. You will notice that William Harper Penrose has a little paper bag with him. He is not a breakfast eating boy and is likely to become hungry soon after reaching school. He will bring jelly

sandwiches with him every day. This is to spare you the trouble of taking him out for a snack; however, I do wish that during recess you would see to it that he has an ice cream cone. If he should become hungry again before lunch, just take him out for a candy bar. Also in the bag you will find some pills that the doctor has prescribed. These are to stimulate the child's appetite. He's strong enough but never hungry at lunch time. You may find that William Harper Penrose will become restless in class. Just turn the TV on. We have found that this usually quiets him. If this does not work, however, you may want to let him play. Be sure to watch him at all times. We do not believe in saying "Don't" to a child. It can do a great deal of damage during those formative years. You may find that William Harper Penrose will sometimes demand the property of another child. We, as parents, have denied him nothing and we're sure the other children will understand. I envy you, Miss Carpenter; with the exception of a mother and father, there is probably no other adult who exerts as much influence on a child as does his first grade teacher, and in William Harper Penrose you have an exceptional opportunity. I believe that is all. No, there is one more little thing. We have taught William Harper Penrose to raise his hand at certain times. If you should see him raise his hand, please take him at once, he is inclined to be nervous.

Very sincerely yours,

Mrs. W. H. P. Parker, III

P.S. If William Harper Penrose is crying when he raises his hand, this does not mean he wants to go, it means he has gone.

Guidance for the NOW Student--it's a little like the title of the book by Bel Kaufman, "Up the Down Staircase" because, indeed, we, as counselors, are placed in this situation. It's like we're making value judgements with each child we work with, each student we counsel with. You know what a value judgement is? Let me give you an example:

Sam owned a meat market and one day right at closing time he went in and a very important customer came in and she said, "Sam, I'd like to have about a two pound chicken." So Sam went over to the chicken barrel and reached down and picked up the last chicken out of the barrel. He went over to the scales, and it was two pounds right on the button. To this Sam looked at the customer and she said, "Sam, that chicken's a little small, why don't you give me about a four pound chicken." So Sam went back; and as he put the chicken down

in the barrel, he made a valued judgement. He swished it around a couple of times, came out with the same chicken, and with a little finger dexterity came out four pounds right on the money. To this the very good customer looked at Sam and she said, "Sam, maybe you'd better give me both chickens."

What I'm trying to say to you, as counselors, is this. You are going to be making valued judgements about children. You're going to be wrong sometimes. Let's hope that your model, you as a human being, can come across to them at these times; because just as this counselor continues to go "Up the Down Staircase" he's probably going to run in to what we might say is the numbers situation, and in our profession this is what happens too many times with each one of us. I know that not only this is important; but if we're working with the NOW students, we have to look for some sort of a passport through the Seventies; and as far as I'm concerned, the passport through the Seventies for the counselor has to be involvement. Involvement--with a lot of different things and a lot of different concerns. You know, every day we, as counselors, are faced with working with other people, not only students but many times other people in the profession of education. We're supposed to be the experts on certain topics that we're faced with in today's world:

(1) The pressures of the population explosion and mobility;
(2) The ever-changing job picture for the future;
(3) The end of the physical frontiers;
(4) The extension of our own life span;
(5) The changing family pattern;
(6) The condensation of time-space concepts;
(7) The problems of living together in a metropolitan society;
(8) The individual's growth and wealth;
(9) The effects of automation and cybernation; and,
(10) The ever present world next door.

It's a little like a situation involving three worlds. We look at our own position, and we know that we're comfortable with this world we've grown up in. We understand a little about what's going on and what happened in the world; but if we stop and realize it, it's not what's going on today because we share a smaller world with the students of today, and the young people almost outnumber the adults. It's a different world, and too often I'm afraid the adults of this world have too many hang-ups from the old world of the past. It's a little difficult to live in the so-called "age of instant replay" when students know almost as much about the rest of the world as the educators know. Then you must stop and consider that we're not really worried about that; we're concerned about helping the students of today plan for a world of tomorrow that neither we nor they actually know what it's going to be all about. There are a lot of problems which we have to face. It's a little like another situation pre-

sented by Charles Schultz in his comic strip, with which I'm sure all of you are familiar, "Peanuts" whereas Linus and Charlie Brown are walking down a hill and Linus says, "If you have some problem in your life, do you believe you should try to solve it right away or think about it for a while?" Charlie Brown says, "Oh, by all means, you have to think about it for a while." Linus says, "You're probably right; because if you think about it for a while, then you can consider all the many avenues you can take in solving this problem." Charlie Brown replies, "No, you give it time to go away." Well, you know, in our situation, the problems we're facing are not going to go away; and if you, as I, have been listening to the many talks that you've had today starting with Tony's keynote address this morning and the topics that have been brought up in your own conferences, we have to ask ourselves this question, "Are we instruments of change?" You know, not too long ago John Krumboltz, in the ACES Journal, wrote an article that reminds me of the situation we're in today. His article was entitled, "Changing the Behavior of the Behavior Changer" and this is the situation that we, as persons working in counseling, have got to look toward. It's something like the situation of the computers today. What can the computer do? What can it do for us in the guidance program? You know, the computer can do almost anything. It has even designed a perfect secretary, and keep this in mind! She's a person with a height of 5 feet to 5 1/2 feet, weighs 115 to 118 pounds, and has other vital statistics such as 38-24-36. What the computer failed to do was to say that his perfect secretary has to be a person with a very pleasing personality, an exceedingly good typist, and one that can take dictation at a very rapid speed. This is the computer designed secretary. Like I said, the computer can do almost anything we say today.

Well, that's the system. We, as counselors, can either go along with this system, or as some people do, we could simply ignore the system; and there are times when I feel this way, but I'm afraid that we're challenging the computer's ability to do certain situations, and I think many of us are afraid of this concern. You can be replaced. Maybe if we could be replaced by the machine, that's what should happen. There's a saying that goes, "If you don't know where you're going, any road will get you there." In many cases, we, as counselors, have to decide upon the different roads that will take us to where we want to go. There's a road show that's playing all over the country now. It started in New York and has gone on in other areas. It features a song entitled, "Where do I go?" taken from the very popular off-Broadway hit, "Hair," and is making the circuits. The students are familiar with these words, but I wonder how many of the counselors know the words to this song.

Maybe it's time we stopped and considered some of the situations we are confronted with. Maybe we should speak to the youth of today through new medias, and should capitalize on some of the things that they're actually listening to.

"Where do I go?" (Music and slides)

I feel that this puts us in a very precarious situation as counselors. There are many forces that are pressing us every day in every role we play, and particularly when we are working with the student in a counseling office; because once we close the door, there's no one on earth that can help that student or that can help that counselor. I think that we have to be concerned with the forces that are pressing on us every day. The forces of the graduate counselor educational program of which you have many fine ones in this State of Ohio; the forces of the other persons in your own profession, in the educational profession--the teachers, the principals, the other pupil personnel workers, and the changing society whose forces go on around us every day; and then the forces of the students themselves, are all pressing on us every day. What do they have to say to you as a counselor? The main stream of force on each one of us as counselors has to be that of ourselves. How much do we know of ourselves, and how are we looking at the future? How are we giving public relations words to what we're trying to accomplish? Do other people know what's going on in our own profession of counseling and guidance in the schools? Not long ago as I was driving through Mobile, Alabama, I stopped at a stop sign and looked across the corner at a sign which read, "Family Counseling Center." Immediately I felt pretty great, because I thought to myself, "Well, finally people are getting the word as to guidance and counseling, and something's being done about it." Then I looked at the signs on the bottom of the window and read, "Insurance and Personal Loans." This is a Family Counseling Center? This is communication to other people? We must be concerned all the time with the way in which a counselor is seen by other people. We need to ask ourselves how are we seen by the following:

(1) The administrators?---------- As a junior administrator?

(2) The academic teacher?----------As a junior psychiatrist?

(3) The vocational teacher?---------As a junior job recruiter?

(4) The students?---------- As a junior defense council?

(5) The parents?---------- As a junior college admissions officer?

(6) Your spouse?----------As a junior work horse?

(7) Yourself?---------- _____?_____ I don't have the answer.

I'm afraid that the answer to the last question will have to come from you. Many times we have to ask ourselves these questions. We must communicate our concerns about the children, the students, and also the adults with whom we work. Do we really know what's going on? Are we really con-

cerned about what's happening out in the other areas? Do we really understand and try to help others understand that in many cases the child is still the same person though at times may be under different backgrounds; and he reacts differently depending upon the background with which he is working, but is still the same student? What about the student unrests cc ming from the universities on down to the secondary schools? They say, "Well, it won't hit the elementary schools," and then last year in a Detroit elementary school, a fourth grade class walked out because they didn't agree with the teacher. So what are we doing in light of the ways that we're working with kids? I'm afraid that too often we come across those children with too much authority and then we're met with resentment. Maybe we should be more concerned with the decisions we don't make for kids, and try to help them with their own concerns about school, their different subject areas, and their different concerns about decisions on what they plan to do after school.

When I first arrived here in Ohio, I attended the OACES group and learned of the programs which you have in "Career Development;" and I hope it is something that every school will be able to participate in, because I believe that this is one of the big problems with which we are faced today. Speaking of problems, we need to realize and remember that all people have problems and ask ourselves, "Are we, as counselors, a help or a reason for the problems which they have?" It's a little like the situation presented again by Charles Schultz in another Broadway play. It's a little hard to talk over that rain, too, entitled "You're a Good Man, Charlie Brown;" and I must share this with you for a minute:

> "You're a good man, Charlie Brown; you have humility, nobility, and a sense of humor. And this is rare indeed. You are kind to all animals and every little bird. With a heart of gold, you believe what you're told. You bravely face adversity; you're cheerful throughout the day; you're thoughtful, brave, and courteous; you're a good man, Charlie Brown. You're a prince and a prince could be a king. With a heart such as yours, you could open any door, if only you weren't so wishy-washy."

I feel that we, as counselors, have to be very concerned about ourselves as human beings, and about the people with whom we work every day. You know, persons, humans are a lot like an iceberg. There's a certain amount above the surface that walks around. People that we can see, we can tell a little bit about; but sometimes we ignore the part that isn't shared with us or the part that's underneath the surface. Then again, maybe we aren't sure about the person within ourselves or within others. Communication is difficult; it's very difficult in a lot of different ways. I know that there are problems which we have to face every day; and the problems the kids are facing today may be spelled the same way they were spelled when we were growing up, but they are different. They mean something different to the kids

of today than they meant to us when we were around. There are problems of sex--it's certainly spelled the same way--drugs, and alcohol. Each has its separate meaning for the "now" student, the student with whom we work in our counseling offices. For example, there's a movie, "Barbarella," that's presently making the drive-in theater rounds. I don't know how many of you have seen it, maybe each of you; but if a student sees this what are some of the impressions they're going to get about sex and family life? There are some materials that might help us as counselors work with problems like this if we help bring the community in at the same time. Materials like the records and filmstrips published by Guidance Associates on "Family Life" and "Sex Education" are a few examples. However, this is only one of the problems with which we are faced. I might ask each one of you if you have received your tickets yet. This is a brochure describing different publications on drugs and drug abuse, which is published by the Baltimore County Public Library. The Dade County, Florida, School System has published, "Drug Abuse Education in Senior High Schools." It's a pamphlet about two inches thick. There is also a similar publication for the drug abuse program in the Dade County elementary schools. Maybe the drug information program has not yet reached this stage in your own community, and I hope each counselor will check and make sure; because the drug problem is definitely around, and I am sure that most of us are realizing the extent to which this problem exists. There is also a publication from the U. S. Office of Education entitled, "Thinking About Drinking." This takes the problem of alcoholism a step further than normally we are accustomed to considering it. When I consider these problems, I am inclined to ask myself, "What is the parent thinking about?" Then I found this cartoon in a recent edition of TV Guide:

> "Starlight, starbright, first star I've seen tonight,
> I wish I may, I wish I might see an end to the in-depth
> Reporting on teenagers, hippies, sex and pot."

Is this the extent to which the parent is thinking? I don't know about your community activities, but I do know that we have a responsibility to parents to inform them about these problems. In the vernacular of a very popular TV program, "The Name of the Game," the name of the game for each of us in our own profession of guidance and counseling has to be communication; and it has to be communication with our co-workers, communication with our administration, and communication with the lay public. We're going to be able to see more and more of the importance of this communication and the way we come across to the people with whom we are concerned. These are vital changes of communication, and you're receiving support from the Ohio State Department of Education. It must also come from our National Professional Guidance Association, APGA, state guidance associations, and local guidance associations.

Then we become counce rned with the school counselor. We need to

keep asking ourselves the very important question, "Do we, as counselors, stay in our offices? Or do we go where the action is?" You know, we could stay busy 100% of the time, but is that really where the action is in today's schools? I think that we might take heed with some words by a modern pop poet, music writer, and song writer in one of his songs entitled, "The Mud Kids." To me Rod McKeon has a lot to say that maybe we, as counselors, need to stop and listen to; so with your permission, I'd like to share this with you.

(Music and Words)

I feel that here we have the key to what we've been trying to say. It could be a better place to live and maybe they'll make it better; but you know there's one thing definite in this age of instant replay, and that's that it is going to be their world in a very short time, and we have a certain amount of time to help them in every way that we can to develop something that's sound --something that will be worthwhile for their world. You know the kids of today are simply different from the adults of today. Their senses are different than our senses as adults.

I know recently my wife and I had some teenagers in our home. They were there for a party and when we walked into the living room, their sense of light and sight, we soon discovered, was different than ours. The living room was totally dark except for a small candle that was burning in a far corner. Their sense of smell is also different, because that candle had some sort of wild incense burning that we didn't particularly care for; but the teens were fond of it. Their sense of taste is different we learned as we entered the kitchen where they were making a homemade pizza, which is something different to your taste buds if you have never experienced one. Their sense of sound was different, we decided, when we could barely understand their music, while they had little if any trouble understanding its meaning. Their sense of feel appeared different as you will discover whenever you put a group of teenagers into a dark room; but that's something we won't get into a discussion over tonight. As my wife and I were in the kitchen drinking coffee, one of the girls came in and asked me, "Will you dance with me?" I replied, "Certainly," but as I went from the kitchen to the living room, the slow record was changed to a rock song. Now I don't know how many of you are used to rock dancing; but I'm not, and immediately I stopped and said, "But I can't do that kind of dancing." Her reply was made with all the wisdom of Solomon as she looked up to me and said, "You're never too old to learn." With this I proceeded to the dance floor and she was starting to dance. I looked down and tried to see what was going on with her feet; but she stopped and said, "No, you don't follow me, you do your own thing." That's really the way it has to be, too. We, as adults, are very concerned about what is going on ; but we have to stop and consider what is happening and how it affects the kids

of today as well as how it affects us. You know at the end of the record, she looked up at me and said, "Whoever said there was a generation gap." This young lady told me an awful lot with that phrase. I feel very sincerely that we, as adults, have to at least be concerned with what's going on, not that we accept everything; but we need to be aware of the situations and what is happening.

(Slide)

There is no generation gap between that child and that adult in this slide. You can tell it in every line, in the eyes, in the body, and in everything between those two human beings. There is an age gap, true, and we have to be aware and concerned about this, but not that there's a generation gap. Hopefully, as each one of us goes ahead in our own profession, we'll become more aware of the fact that communication all of the time is most assuredly a dilemma. We can box ourselves up in our own little office and stay busy 150% of the time; but if we do this, what is the outcome going to be for our profession? I feel that we must communicate our role and statements through pamphlets, brochures, newsletters, slides, films and transparencies. Communication takes our every effort to get our role interpretation out to other people. It's a little like another Charles Schultz "Peanuts" cartoon that has Linus asking his mother, "Mother, why can't I slug Lucy when she walks off with my book?" His mother replies, "Well, Linus, I don't know how to answer you, but little boys do not go around slugging little girls." So as Linus walks away, Lucy meets him in the hall and says, "Listen, Stupid, I'll tell you why you can't slug me; because I'll slug you right back." So Linus immediately goes back to his mother and says, "Never mind, Mother, it's just been explained to me in a language I can understand." Well, maybe this is just what we, as counselors, need to do. We must explain our role to other people in languages that they can understand. Maybe we need to take some creative and innovative looks at education, particularly the counselor and what one person has called the "Counselor's Coloring Book." The late Buford Stefflre published this series of cartoons, and I asked him if I might take some of his characters and change the wording under them. Dr. Stefflre gave me his permission so I would like to share some of his cartoons with you.

> This is a counselor - honest - he is CLIENT-CENTERED so you must make your own DECISION about what color to use. PLEASE don't ask for direction, he will not give ANY--I WONDER WHY?
>
> And then the counselor has to help him with his work in schools, people like the school psychologist, and here we have a SCHOOL PSYCHOLOGIST (Yes, Jimmy, there really IS a school psychologist). Color him a nice, soft DANUBE BLUE--but,

don't ask him any questions or he may explain WHY we ask questions.

And then to help the counselor and psychologist, we have people that we call SOCIAL WORKERS or VISITING TEACHERS. Color Him with multiple crayons. He uses MANY referral sources. Use ALL the COLORS you have.

And who do these people work with? Well, this is a client. It's safest not to color him at all. Otherwise you may impose YOUR values on HIM. We wouldn't want that, would we? Besides, most clients ARE rather colorless.

So let's look at a colorful client. This is a hostile client--there aren't any other kinds. Color him indignation red.....all over. The reason he is called hostile is that he is not agreeing with the counselor. The counselor is not hostile, he is reality-oriented--and ANGRY!

This is a self-concept. How do we know? Because it SAYS it is, that's how! Color it a healthy color. Oh, come now, EVERYBODY knows what colors are healthy.

This is an aptitude--or maybe an ability. It COULD even be an achievement. In any event it needs measuring! Measure it quickly before it changes. Put that crayon DOWN--use a tape measure.

And here we have a GUIDANCE SUPERVISOR---Color him PSYCHEDELIC. He is BUSY <u>planning</u>, <u>developing</u> and <u>coordinating</u>. All of this for someone ELSE. PLEASE don't use LOUD colors!

And then we have a COUNSELOR EDUCATOR. Believing is seeing. He no longer trains people, but NOW he EDUCATES, EVALUATES, COORDINATES, and ETCETERATES counselors. Color him ABSTRACT.

But then if you really get in trouble you can call on a STATE DEPARTMENT CONSULTANT....MAN! HE is <u>really</u> <u>far out</u>. You can't color him. SOMETIMES you can't even reach him.

This is a teacher. Last period she had 38 unruly, disinterested students in an algebra class. Now the counselor is telling her about the very ROUGH case he had two weeks ago.

Color her boiling.

How do you relate to the teachers on your own school staff? Do you take one end of the continuum with a very strong feeling? Or do you, maybe, take the other end of the continuum with some feelings of questionable intent? Now then, how about looking at the situation that says we, as pupil personnel teams, always pull together. 'We' includes the counselor, the school social worker, the school phychologist, the teachers, and the administrators. Sometimes when we pull together, you know, we're really not getting it accomplished; because although we think we're pulling together and we're interested in the student, we tend to go at all directions. I feel that counselors, if they are to be effective in school programs, must be able to develop an ability to work closer with the teacher if they're going to help the student. The closer we work with the teacher the closer we're going to get to the student, for there will be someone there to help. In our educational program, the teacher is the one responsible for the classroom action; but the teacher has to be able to depend upon instruction, administration, and pupil personnel services. We know that instruction must be of prime importance. If instruction is good, your chances are better for having a better curriculum; and better curriculum will result in better teaching. That's what it's all about. We have to be able to reach each individual child; and as your state superintendent has just said tonight, "Individualize the instruction so that it can get to the child."

I feel that counselors have a very specific role and the responsibility of working with the educators throughout each school system. I know that too often situations happen like this one, again a Peanuts situation of Charlie Brown and Linus, and Linus says, "Good grief, I'm doomed. I didn't make the honor roll this month, and my mother and father expect me to be the brightest child in school." Charlie Brown asks, "Well, what are you going to do?" So Linus says, "Well, obviously, the first step is to put in a complaint about the teacher."

Is that the way they were going to be able to get the job done? I know that there are certain situations of which we should be aware. We, as counselors, have to begin working with groups in many ways, groups in the classroom as well as other situations. We must function as a consultant not only to the teacher but many times the parent. We need to become a team member, an educational team member; because we can't get the job done by ourselves. We must develop special programs, examine school policies, challenge our community, and evaluate our present role so that we may determine our future roles. These are all important to each one of us. I know that too often we look at the situation; and when we're working with other people, sometimes we don't bring them in. When we finally get around to it, they've lost interest. Maybe we have to be concerned all the time about the way the other people feel, too. I know this little cartoon, "Tumbleweeds," has the little Indian chief talking with all the Indian braves. "OK, Gang, once again

we must live with the pale faces. The name of the game is co-existence, sweetness in life, brotherhood, and all that jazz, dig?" Tumbleweeds is seated on a rock, and some of them shake his hands while others pat him on the back. One little Indian rolls up a stone, gets on top of the stone, and gives him a big kiss. Tumbleweeds comes out at the end with a message, "I hate it when they run out of ammunition." We, as counselors, may at times also run out of ammunition.

I know ASCA put out a pamphlet not too long ago entitled, " The Counselor and Teacher Work Together." I want to remind you of some of the important phases in this team relationship of counselor and teacher:

(1) Communication;

(2) Understanding;

(3) Confidence; and

(4) Cooperation.

They are important in that order, too. The spirit of communication simply cannot exist without mutual confidence between each one of the team members. Both confidence and cooperation will be jeopardized if there is a lack of understanding of the function and role of each one of the team members. Misunderstanding too often occurs because of either ineffective or inadequate communication. I remember a cartoon where Pogo was looking all over the swamp for the enemy; and all at once he stopped and made, what I think is a momentous decision. "We have found the enemy, and they is us." How many times have we, as counselors, admitted in a situation that we have found the enemy, and maybe they is us?

School has just started; and a couple of cartoons by Gardner tell us, "Next week, we've got to get organized," and "Now that we're organized, what the hell are we going to do?" I do think that we, as counselors, have to be able to answer some of these questions. It's a little like again Charlie Brown when he looks over at the score board and says, "187 - 0; how can a team loose a game 187 - 0 when they're so sincere." Well, you know, we are sincere; but maybe that's not enough.

If I would give you an assignment, I would ask you to read "The Little Prince" by Antoine de Saint-Exupéry. Let me read you just a little from it:

> And he went back to meet the fox. "Goodbye," he said. "Goodbye," said the fox. "And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye." "What is essential

> is invisible to the eye," the little prince repeated so that he would be sure to remember. "It is the time you have wasted for your rose that makes your rose so important." "It is the time I have wasted for my rose--" said the little prince, so that he would be sure to remember. "Men have forgotten this truth," said the fox. "But you must not forget it. You become responsible, forever, for what you have tamed. You are responsible for your rose . . ." "I am responsible for my rose," the little prince repeated, so that he would be sure to remember.

I guess that's the same with each one of us. We do, in actuality, become responsible for that which we have tamed. We <u>are</u> responsible for the students that we counsel, the NOW student of today.

I know that so many times we're faced with the same problem, and I see this in another "Peanuts" situation, as the kids are when Peppermint Patty called Charlie Brown to the phone. "How is your team doing, Chuck; ours has been practicing like mad, count down, pass patterns, red-dogging, you know, that sort of thing. What's your team doing, Chuck?" Charlie Brown replies, "Well, we've just about got the ball inflated." I wonder how we, as counselors, react. Not too long ago I heard a sermon that made a very deep impression on me as a human being and,hopefully,as a counselor. The sermon was this: "What's It All About Alfie?" The minister was talking about the film <u>Alfie</u> and about its contents. About halfways through the sermon he sat down, and a lady from the choir stood up and sang the song, "Alfie." Now I know each one of you has heard it, but have you really listened to the words and to what they mean to you as a counselor?

(Music and Words)

Eric Fromm in his book, <u>The Art of Loving</u>, defines love as "The active concern over the life and growth of that which we love." As I attended one of your sessions today, I heard some of your own people saying the same thing that I'm saying tonight. I do feel that we have to be concerned about the NOW student in light of being able to accept each student as a human being. The limits of communication mean the limits of our effectiveness. We can, if we choose, box ourselves up down here at the very bottom and be very busy every hour of the day. However, if we choose, we can extend ourselves. If we extend these limits or our communication with people, not just the students but the people with whom we work, and if we attempt to reach out and communicate with our co-workers, with the teachers, and with the parents, then I do feel that we will be able to be a better person.

This situation is, I think, presented very amply by Charles Schultz, when he has Linus, Charlie Brown, and Lucie lying on a hillside looking up at

the clouds. Lucie says, "Aren't the clouds beautiful? Don't they tell you all kinds of stories? What do they tell you, Linus?" Linus answers, "Well, that cloud up there looks a little like a portrait of Thomas Eagan, the famous painter and sculptor; and this cloud over there, well, that's a little like the British Honduras in the Caribbean; and those clouds, well, they're like the stoning of Stephen with Paul watching." "That's very good, Linus," exclaims Lucie, "and what do they tell you, Charlie Brown?" "Well, I was going to say I saw a duck and a horsey, but I've changed my mind," he replies. Maybe we, as educators, need to change our mind. Maybe we need to ask ourselves what it's all about. Let me share with you a poem entitled, "Desiderata," that I found in a head shop.

D E S I D E R A T A

Go placidly amid the noise and the haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even the dull and the ignorant; they too have their story. Avoid loud and aggressive persons, they are ve ations to the spirit. If you compare yourself with others you may become vain and bitter; for always there will be greater and lesser persons than yourself. Enjoy your achievements as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism. Be yourself. Especially do not feign affection. Neither be cynical about love; for in the face of all aridity and disenchantment it is as perennial as the grass. Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe no less than the trees and the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be, and whatever your labors and aspirations, in the noisy confusion of life keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.

(Found in Old Saint Paul's Church, Baltimore, dated 1692)

Maybe what I am trying to say is that we, as counselors, probably more than anyone else, need to be very familiar with the secret of success, which is this:

"You keep calm and cool on top
while you're paddling like hell underneath."

May I say that I have enjoyed very much being here with you; and I have a few light closing remarks which I would like to share with you to,maybe,help you understand what I think it's all about. Linus and Charlie Brown had just planted a tree; and as they were watching it sprout up from the earth, Linus looks at it and says, "Isn't that a beautiful tree, Charlie Brown?" Charlie Brown replies, "Yes, it's a shame that we won't be here when it grows up." Linus looks at Charlie Brown and asks, "Why? Where are we going?"

Ladies and Gentlemen, may I leave this same question with you, because we are the ones responsible for providing guidance for the NOW student. "Where are we going?"

Thank you for being a very attentive audience. I know it's late, and I wish you all God's speed in your deliberations with the NOW student in your own situation. Thank you very much.

FRIDAY GENERAL SESSION ADDRESS

THE BLACK STUDENT IN OUR MIDST

Mr. Bertram E. Gardner
Manager, Organizational Development
The Cleveland Trust Company

I don't know what the following is applicable to, except that it has a little bit to say about what happens when people operate under the instincts of paternalism, and that might be related to what I am going to say later on. I am going to talk about White Guidance and the Black Student.

Two elegantly coiffured French poodles in New York, on Fifth Avenue obviously, who were led out of the Waldorf-Astoria in the morning to do whatever it is that dogs do when you let them out, and they talked to one another and they were both well groomed and you could tell they had a very good breeding. And so one turned to the other and said, "You know there has been so much talk about brotherhood going on around here, and I think that maybe there is a message in this for us. I think maybe we have been a little bit too stilted in our own association and friends, and maybe it would be well for us to get to know some of the other people from the other side of the track." And the other elegantly coiffured French poodle said, "I think you're right! I tell you what, the very next dog that comes along, regardless of how he looks, and regardless of the fact that he may not be of our class, we're going to make ourselves known to him and welcome him into the community." And sure enough, along came an old lob-eared, battle scarred "soon" dog. You know what a "sooner" is, he is sooner the one thing as the other. And here he came, up Fifth Avenue from out of Harlem. And these two beautiful poodles looked at him, rather apprehensively walked over to him and one said, "We would like to welcome you in our community. We're awfully happy that you're here on Fifth Avenue, and if there is anything at all that we can do to show you around and to introduce you to the sites, we'll be more than happy to do this. And by the way, my name is Mimi." And feeling that this old lob-eared dog couldn't understand it, he said, "My name is Mimi, and I spell it M i m i." And her partner, the other poodle said, "Yes, I'd like to welcome you to our community, too. And my name is Fifi, and we spell it F i f i." Well, this lob-eared old hound dog looked at these two beautifully groomed French poodles and knew that he was being put on. And so not to be outdone he raised up his one good eye and looked at them and said, "Well, thank you so very much. I'm awfully happy to be here. And my name is Fido. You spell it F y d e a u x."

A new Black student has entered and is entering America's schools. His likes has never been seen before and his coming is devastating. Public schools that had hardly known how to deal with this forerunner - the accommodating Negro - find this new student unfathomable. Not only white educators find

this student overly sensitive to the white world, but the Black educators also find themselves seriously questioning the attitude and behavior of this student.

The very young Black student of elementary and junior high school is a child of a revolution that reached out to him through television, through the radio, and through the wail of sirens that played even upon his neighborhood one eerie night - and the high school Black student is a child who to even a greater extent was able to relate himself to the violent and abrasive thrust that came through to him from the television, from the guys on the corner who, themselves in revolt against what they called "the system," had dropped out of school and filled the ears and sometimes the eyes, of the young, impressionable, romantic Black with stories of how the Black Revolution is just around the corner and that all Black people, especially the young students, had best prepare themselves for the survival struggle! This could be quite enough to explain the swaggering, high strung youth, but we need to say a word also about the adult Black who provides still another part of the environment that produced the child in our midst.

Adult Blacks, the fathers and mothers of today's students, are those who struggled to maturity during the days of no hope prior to World War II who felt some glimmer of pride in the performance of Black troops, and in the visibility of an occasional Black officer of some rank. These parents, themselves teenagers during this War, felt early that something was changing in their life expectancies when partial integration of the Armed Forces was effected, producing, for the first time in the bitter racial history of America, instances of Negro combat airplane pilots, combat engineers, even tank and anti-aircraft soldiers - a far cry from the limited opportunities previously offered in Service Battalions, such as the Quartermaster Corps, where Negro soldiers had few opportunities for self-actualization or hero roles. Negroes were expected, as in "OLD MAN RIVER," to "tote that barge and lift that bale." These parents were in their most impressionistic years at this time, and the new spirit of what Dr. Martin Luther King called "Somebodiness" began to stir in their breast and the new militantism was born, as young Negroes, now parents, began to sense the excitement of being on the verge of some kind of psychic breakthrough.

And let us not forget the impact made by India upon the Black mind in 1947-1948 when India began to step up its efforts to gain freedom and independence. The latent emotionality and renewed hope were further fed by the radio and newspaper accounts of the militant Indians who, led by Mahatma Ghandi, offered themselves in skillful resistance to the truncheons, bullets, and other instruments of military oppression of the British who were struggling to keep the Indians subjugated. It was the grandparents and parents of today's school youth who were able to identify and to thrill to the crackling reports of how the great nation of England was brought to capitulation by an underdeveloped, under-nourished, undereducated group of people consumately dedicated to their

freedom from subjugation. When England finally found itself captive of the immorality of its actions, coupled with the complete dedication of a people who were more than willing to die without a stick or stone to defend themselves, England then gave these mighty brown people their freedom to control their own destinies.

This act, this moment in history, had a tremendous impact upon the imagination of Black and Brown people, all over the earth. The Blacks in America, already awakened by the prior events of World War II, found the Salt Strikes and revolution in India cascading their emotions into a crescendo of hope and strong determination to force America into full acceptance of her Black citizen who had returned from the war with a new but perhaps undefined self-awareness. You will remember, it was a scant six years later that the Supreme Court, sensing the timeliness of the National attitude and the thrusting uneasiness of its Black population, passed the famous ruling forbidding segregation in the schools.

Obviously, this is not a lesson in history, nor am I qualified to give one, but simply a reminder of some of the major events which helped to make up the frame of reference for today's Black child and his parents. The purpose of this glance backward is to help you to understand not just that the student IS different, but WHY he is different. Finding out how to work with the differences will be much more difficult and complex than the simple retelling, but the point to all this is to indicate, to you, that we are in a creative, albeit turbulent, period. A period for which there are few absolute answers, but to be even somewhat equal to the task, we must accept the fact that this kid isn't like "we were." Those of us who, in our frustration, indicate the similarities of our own socio/economic life experience, perhaps, are not in full understanding of the full thrust of the everyday contemporary events upon the psyche of Black youth.

How many of you had your basic, formulating personalities stoked by the flowing, soaring rhetoric of a Dr. Martin L. King. How many of you were urged to react harshly by the searing dynamism of Stokely Carmichael, or jabbed by the hot needle of realism held by an unsmiling, bearded Malcolm X? How many of you were still struggling with the emerging "you," when on the one hand, you were being told to be "non-violent and we shall overcome" and on the other hand, the flames of Watts, Newark, Cleveland, Chicago, and the words, "Burn, Baby, Burn," being shouted at you implied that violence has a shorter and more positive answer - even though you were too young to even know what the question was?

How similar were many of your childhood experiences to this heady mixture of violence, exhortations, and profound discussions at the meal table of every Black home, questioning the rightness or the wrongness of the techniques of freedom involvement? How many of you spent your highly sensitive years being bombarded with thoughts, impressions, family disputes, street

corner harangues, TV pictorializations, or great bearded giants in flowing dashiki robes calling you "little brother or little sister" and exhorting you not to smile or Uncle Tom before "the hunkies?" And some of them telling you that you don't need the kind of schooling which is only an extension of the white man's control over your mind! How many of you had to come through that? All of these answers being projected upon you long before you can even understand the nature of the question.

Many educators try to equate their own upbringing with the current youth by simply comparing external conditions. Thus some teachers, both Black and white, are oft heard to say in moments of frustration - "Well, my family was poor, too - or, I came from a broken home - or, I am Italian and a minority, too" - and then they always conclude - "But we never let that fact lead us to deviant behavior."

Well, I'm suggesting that perhaps there has never been a period quite like the last twenty-five years and each class that has entered our schools during these years has brought with it a set of unique reaction patterns, which most of us find more and more difficult to deal with and we find fewer and fewer parallels in our own lives to help us understand the behavior we are witnessing.

Well, now, how do we relate all of this psycho-historical phenomena with guidance generally, and white guidance specifically?

If guidance has among its goals: to help young people understand themselves and to make realistic assessments of their individual strengths and weaknesses so that they can make their greatest contribution to their own welfare and to society, then Guidance Counselors need to be armed with more than evaluative tests, knowledge of community resources, and a warm personality. What perhaps is most important for you to understand and accept is that Black youngsters are coming to you from a very complex psycho-social frame of reference.

It is also recognized that the teacher-pupil, counselor-pupil relationship is so complex that very little of an absolute nature is presently known or can be drawn upon with positive assurance about it. One cannot help a student understand himself until one can understand those forces which have shaped the student, and perhaps one cannot help a student relate to the realities of life until one has some experience with those forces that compose the life of students. This is a dynamic relationship - so complex, so convoluting, so changing, that those who work in this field must continually study and develop opportunities to experience, albeit vicariously, the forces that are brought to bear upon children in these times.

Now, for the rest of my time, let me try to depict for you what I think

"white guidance" is all about.

Up until 1960, I believe the counseling for the vocational and educational experience of a student was oriented toward the child who brought to the school some psycho-cultural integration. That is, he was not hung up on who he was; he had little or no problems regarding which national ethnic group he belonged to; nor was he caught in the cross-fire of definitions of his place in society and his ability to change this place. In other words, the student of those days, for whom guidance services were performed, was assumed to be curious as to <u>where</u> he could go, but not <u>whether</u> he could go.

Such counseling placed great stress upon academic prowess as evidenced by tests and corroborating interviews with teachers. All of which gives a pretty good picture of the school performance of a youngster. As a matter of fact, one book I looked at in preparation for this lecture had a footnote which said, "These ideas and practices tend to be inappropriate for the non-white child." With such a perfunctory statement, masses of Black children and their counseling needs were dismissed by a leader in the field.

Ladies and Gentlemen, I am sure that today, 1970, you agree with me that Black children have <u>all</u> the counseling needs of any other group of children - "and a little bit more." The "little bit more" refers to counselor unawareness and lack of understanding of how prejudice and racism, nowadays both Black and White racism, have been operationalized in the educational process. It is my understanding that a counselor's role is to individualize and facilitate the learning process. The cognitive aspect of learning or the facilitating part of counseling refers to the assessment and appraisal of pupil potential, pupil placement, the supply of technical information to teachers, children, and parents so that appropriate educational and vocational decisions can be made; while the conative aspect of learning or the individualizing of counseling refers to the manner in which each child responds emotionally and attitudinally to the learning situation.

Specifically, how does "white counseling" make use of achievement and aptitude test scores? It seems to me that these scores are used with restricted vision. A child becomes a number and the child is deemed worthy if his aptitude test score is above 110, or unworthy, if he scores below 90. It also seems to be that if a child's reading or arithmetic achievement scores are at least at his grade level, the decisions of professional educators tend to say, "Yes, teach him," but if the child's scores are below grade level, the professional decision tends to indicate not much hope or expectation for learning to take place. This then becomes an example of the operational implementations of racism whereby a professional educator allows unconscious biases regarding human worth to be determined by a number. For as you know, on the basis of these scores, some children are placed in classes and their educational opportunities increased or decreased depending on the value or weight

given to the score. Obviously, NO TEST IS THE MEASURE OF A CHILD. At least two interesting issues are raised at this point: 1) The need for an in-depth understanding of what tests mean, and what they can and cannot tell you about a person, and 2) the giving up, by professional educators, of biases about human worth based on the limited criteria of a test. I'm sure than an indepth look at these two issues on your part would be helpful to Negro children, but I suspect that there are a number of white children who would also benefit.

I am suggesting that inappropriate use of test data, coupled with resulting counselor attitudes, work against Black children and I'd like to add just a word about counselor attitude and students' demonstrated performance. Because of your training, your attitude toward certain kinds of behavior tends to be very positive if the behavior is moral, and negative if immoral. These attitudes get in the way when you begin to assess and appraise pupil behavior. Since group measures of scholastic aptitude and achievement test scores tend to give from ineffective to spurious results for Black youngsters, it seems imperative that one must look elsewhere for indicators of pupil capability. A very close look at pupil behavior can be a readily available source for clues of pupil intellectual potential. For example, I doubt if I would get an argument if I said, "that the leaders of organized crime demonstrate a high level of intellectual capability." They, as you know, are able to plan, implement, and carry out the kind of thinking processes which keep the best minds of our country struggling to control them. However, very few of us would point with pride at their intellectual astuteness because it is used negatively toward large numbers of, more or less, innocent human beings. My point is that an analysis of some of the behavior patterns of Black children indicates a high level of intellectual activity even though it sometimes tends to be socially unacceptable. But this behavior, although immoral and antisocial in your judgment, can still offer some real clue to what the potential for development is for that child, regardless of his scores! The goal and real challenge is to find appropriate ways to re-channel these thought processes so that they are more effectively used in the learning environment.

In working with some of the so-called "hoodlum element" when I was with the YMCA, I used to tell them (when I would argue for their going back to school) that I would prefer that they were not the school and street hoods, but since they were, I wanted them to be able to at least count their own illgotten money effectively, and read well enough to be able to decipher the law affecting whatever case there was pending against them. Their acceptance of that concept of self made it possible for me to establish a kind of relationship with them and placed learning in a more palatable context.

The educational counselor MUST remove personal-moral-judgment from the process of appraising pupil's behavior and note the level, the quality, the consistency, and the results of pupil intellectual functioning.

Let's look briefly at another problem in assessment, appraisal,placement, and freedom of choice. In a real democracy, a person should have as much right to choose failure as he has to choose success. I contend that some schools seem to be structured primarily on the basis of counselor-principal decisions as to what will constitute success, and little or no attention is given to the child's right to try - EVEN IF FAILURE IS THE RESULT. For example, if a child indicates to the counselor that he would like to take Algebra, the Algebra test score is checked and the accumulative math grade is "D", also his arithmetic achievement test scores tend to be marginal. So--all indicators available to the counselor indicate that the chance for success is slight or poor. The child insists that he wants the course, he even brings a note from his parents indicating that they want the child's request respected, the answer still tends to be "no" from the educator's point of view and, I guess, this position is implemented by a placement in General Math - unless the parents become more aggressive. What is being overlooked? If this pupil has consistently succeeded in getting, at least minimum grade in math previously, there is every reason to believe that he will - all things remaining equal - continue to obtain a "D" - even in Algebra. At the worst, he'll fail and repeat it, if he wants to. The child's life style must be considered before overruling his wishes or because you believe he "can't make it." A "D" oftimes has cultural respect and reflects a student's acquiescence to a peer concept. Also a "D" in Algebra will qualify a student for certain apprenticeship programs and some colleges still require Algebra as an entry requirement. In other words, the "D" can open new doors for the requesting pupil. Markus scholarship students in Cleveland are performing above the national scholastic average!

I have tried to suggest some areas in which one can get at the "little bit more" needed from counselors to facilitate the learning process for Black children.

Now, let's look at individualizing the learning process (the conative) or the feeling aspect of learning, where the Negro child carries, in my judgment, the greatest burden.

All people have just so much psychological energy. Given two children, one Negro and one White, with the same amount of psychological energy for learning--both children will have to divide their psychological energy between the cognitive and the conative aspects of learning. But the Black child will take on an additional burden, because he will translate more psychological energy into the emotional or feeling aspect of learning due to the need to deal with the effects of racism. Now how?

At the root of segregation, separation and discrimination, are deep emotional feelings of rejection, self-depreciation, powerlessness and personal inadequacy. All of these emotional areas create tremendous barriers to the learning process.

For Negro children, one major theme resulting from the feelings of worthlessness is, "nothing looking like me is a learner." This response often is further encouraged by unknowing teachers, who through non-verbal cues communicate to children, "you are not a learner and I don't expect you to be one." It is often the unspoken behavior of permitted poor performance standards - or the manner in which classroom instructions are given that communicate to the child "Don't Learn" - it's the "NOT WHAT you say BUT HOW you say it" theme.

Segregation and discrimination by definition mean to limit behavior. In order to learn one must "venture out," but early in life the Black child is taught to hear the "No's" in our culture and to define the parameters of psychological safety and to work within them. We must understand that this kind of behavior does not support or encourage the acquisition of knowledge. The behavior of the child will usually tend to be apathetic (dependent) or hostile (independent) in which case one is a refusal to try and the latter is generally an effort to disrupt. The disruptive effort on the part of a Black child can be a reflection of a negative way to venture out, and this needs to be rechannelled. Neither the hostile or the apathetic response should be accepted or given into -- unfortunately, in most cases, this is the way professionals respond or they take personal affront. They should develop some other way to cope with these two pupil behavior response patterns.

So now if we couple the non-learning theme with the non-venturing out theme, we have the seeds for destroying the natural impulse to dream. Unless a child can see himself doing something of value in the future, there is no reason to endure the frustration of trying to develop himself in the present. The ghetto school experience, the people involved in its maintenance, and the physical environment all tend to make the total experience defeating and tend to be the killer of pupil dreams. It is small wonder that youths vandalize and burn down schools for it is in those schools that many have had their most painful experiences regarding who and what they are.

The psychological energy of the Black child is divided into protecting his self-esteem, defining the limits of psychological safety (prevent being emotionally hurt) and keeping the "switch-on/switch-off" mechanism working. This mechanism is reflected in the well-worn statement, "Tell it like it is," which reflects the fact that Black people used to consciously behave one way with other Blacks and another way with Whites. They no longer do this, and now, they take pride in telling it like it is. My point is that it takes energy to keep checking every white person, and now, even some Negroes whose behavioral responses are similar to whites have to also be checked by pupils. This mechanism contains thoughts like - can I trust this person? Do they trust me? Do they expect anything positive or negative of me, if so, what? Are they going to teach me -- or is it game time again - just go through the motions with no real expectations of me understanding it?

While the Black child is unconsciously or consciously checking out all of these cues and more, the white child is dealing only with the emotional frustration that normally comes with human development. I am not saying that the white child does not experience feelings of worthlessness, rejection, and inadequacy in the learning environment, but I am saying that since these feelings are not culturally sanctioned by the social institutions of separation and discrimination for the white child, feelings of inadequacy are easier hurdled and ruled out as sustaining barriers to the learning experience.

A final area of concern involves the fact, for the most part, most of us underestimate the capability of the Black child, primarily because his learning is not in the area where we expect it to be. The need to survive and cope in a "hostile--rejecting culture" such as that created by racism, develops in the Black child superior skills in manipulating people - especially people who are highly middle class-oriented. It seems that the power to manipulate professional people often gets over-generalized by the Black child, who then uses it inappropriately in the learning setting. This power is used indiscriminately in order to conserve psychological energy and avoid some emotional pain. The outstanding characteristic of the manipulative skill is to get the educator into psychological boxes of their own making. For example:

1. The Snow Job - This is a coping response whereby a child tells the teacher what the teacher wants to hear whether it is true or not.

2. The use of profanity - The Black child uses profanity to bring about physical and emotional rejection, wherein the child glories in his or her ability to control the most significant factor in his environment - the teacher! Thereby, creating a false sense of power. The theme here is: she did not reject me. I rejected her. I made her put me out!

Another example is:

3. The use of middle-class sexual morality to embarrass the teacher and gain control of a class in order to implement the non-learning theme - all you have to do is ask a question about sex - many teachers don't know how to deal with this phony sense of power grabbing that children use to use up the learning time.

4. The "I don't know" theme, which is an appeal to implement the "ignorant and inability to know" concept, believed to be expected of Black children by the larger culture. However, this theme seems to be rooted in a survival theme in the ghetto - to implement the "I don't know" theme, the child

skillfully uses <u>confusion</u> <u>of</u> <u>ideas</u>, events, and people--If you keep the confusion going, no one is going to accuse you of over squealing, and for the most part, this skill is developed to protect one from the lawless element in the community, but when this behavior is brought into the classroom, it prevents learning. The teacher can never get things straight. The more fearful the child is of the lawless element, the greater the effect, because he or she is not able to be flexible about the use of this response.

A final example is:

5. The organization of failure into success -- the reasoning goes something like this -- the <u>only</u> point to learning is the belief that you will be given a chance to use it out there in the outer world, but cultural cues and everything I see says, "It ain't gonna happen for no Black child"--so then the child reorganizes cultural failure into sub-cultural success (I think that this is why peer group pressure for good grades tends to be inoperative in the inner-city setting.) Both white and Negro children get on this side track if they associate more responsibility with achievement--so they respond to this threat by avoidance of the learning setting--class cutting, truancy, hall walking, lesson unpreparedness, etc.

These examples, of course, are not exhaustive and I imagine all of you can think of other examples, but these, I hope, do suggest some behavioral responses which need to be short circuited so that learning and development can take place in our schools.

To summarize my presentation, two major issues emerge. <u>One</u> involves the counselor as a person and as a professional worker, the <u>Second</u> area involves the Black child and some of his special needs that "White Guidance" overlooks.

As we look at the counselor, the following issues arise:

A. Know thyself--Find out how your attitudes and behavior reflect and implement those racist concepts that destroy or depress the potentiality and development of Negro children. Find out if you aren't actually fulfilling the expectations of the child - a rejection of him.

B. Being "kindly disposed" is no substitute for knowledge, skill, and training. Accept the fact that the student is

different due to conditioning factors.

Study the current literature and learn how the human being behaves under positive and negative learning settings.

Learn all you can about the psychological mechanism created by racism.

Know how to analyze and effectively use counseling data.

Develop some skills in the appraisal of human behavior by methods other than testing.

Professional educators must stop expecting the child to make <u>all</u> the adjustments. The <u>least</u> capable person in the learning situation--the learner--is not able to bridge the gap produced by culture, by discrimination, and separation, without the counselor and teacher also making some adjustments in their way of looking at the child -- the Black learning child!

Some of the improvements needed in "white counseling" are:

A. Counselors need to find new ways to short circuit ineffective pupil-behavior that results in no learning. Seek ways of re-channelling ineffective use of demonstrated intellectual capabilities. Some of the kids in "Z" classes take care of their families as cooks and babysitters. You must also seek opportunities to help the child use more effectively his or her "people-handling" skills.

B. Counselors must develop innovative type guidance programs that: 1) Encourage the development of positive attitudes toward self and the learning process, and 2) Encourage children to "re-dream" or begin to "dream."

C. Counselors must find ways to encourage children to venture out and must be alert to the pupils <u>cue</u> that <u>he</u> wants to try new vistas.

D. Counselors must open up the educational structure and encourage children to try (allow them to). Everytime you find yourself saying "No" to a pupil's request for an opportunity - check to see if his request is an upper move in our culture and then, perhaps say, "Why Not?"

E. Counselors must refuse to be manipulated by pupils and be

> firm in their refusal to accept no progress or no performance from children -- the fact is, to survive in the Ghetto takes brainpower and this same brainpower can and must be released in the learning setting.

Alfred Binet, the father of Psychological testing said in 1909, and I quote:

"Some recent philosophers appear to have given their moral support to the deplorable verdict that the intelligence of an individual is a fixed quantity. We must protest and act against this brutal pessimism.

"A child's mind is like a field for which an expert farmer has advised a change in the method of cultivation, with the result that instead of a desert land, we now have a harvest."

FRIDAY LUNCHEON REPORTS

Mr. Bill N. Ameredes
Retiring President
Ohio School Counselors Association

I won't give a farewell address, because I've already done that in the Newsletter. I will announce the candidates for each of the districts that have candidates running, and the results of the election. District balloting is going on and will continue until October 15. Any ballot that is received up to and including October 15 will be counted.

As for the presidential election, I would like to say this. I can think of no other two people in the State that are more eminently qualified to run for this particular office. I know both of these individuals, and either one will do an excellent job. I would like to have Keith Barnes and Arlene Spahr stand. These were the nominees. The winner of the election is Keith Barnes.

Dr. Keith D. Barnes
President-Elect
Ohio School Counselors Association

I am very flattered and most humble that you have selected me for your president. In the coming year I will be serving with President Pack on his Legislative Committee, and our big push for this year is going to be for School Foundation Funds for guidance and counseling services in the State of Ohio. We've heard a lot of people talking about Foundation Funds for the past eight or nine years. We've tried in the past, we've been close on occasions, but we haven't gotten it. This year, if we don't get it, it's not because we haven't button-holed, haven't collared all the legislative people that are involved in this kind of decision. It's not going to be because we haven't talked to the two present candidates for Governor of the State of Ohio, and it isn't going to be because we haven't talked to the Superintendent of Public Instruction. It seems criminal to me that Guidance & Counseling and the Librarian Program are the only two programs in our system that do not receive some kind of State support for their services. We've heard people talk about how important it is to have guidance services to help youngsters get into vocational tracks that they belong in, but we don't hear too much about the kinds of behavior problems that kids have in school. As professionals, we want to stress that too. We are going to start pressing for this more than ever before. Ray has given me some mandates to follow and has told me he is going to be on my back all year. I'm glad because I need that kind of an ultra ego to keep me going all year. We are going to give it a strong try, and if we don't have the money for releasing the budgets that are presently being used for guidance and counseling in the

system for other uses, or hopefully for continued further support of guidance, it's not because we haven't tried.

That's all I'm going to say. There are many other things I could say, but I want to follow the orders of our past president and get out of the way now. But you will be hearing from me.

Thanks again for your support, and I'll do my best to live up to your expectations. Thank you.

Mr. Raymond J. Pack
New President
Ohio School Counselors Association

Mr. Chairman, Platform Guests, Counselor Educators, State Department Personnel, and Guidance Counselors of the State of Ohio.

I accept the honor which you have bestowed upon me. I accept it with a deep resolve to do all that I can for this Association, for you people in the field, and for the boys and girls of the State of Ohio.

I owe a depth of gratitude to a large number of people, and I would like to acknowledge them at this time. First of all, I owe a depth of gratitude to you people who voted for me last year and to the people who worked on behalf of my candidacy. Right now you see me standing here, a solitary figure, and sometimes, when you see a solitary figure, you get the idea that maybe he did it on his own. Well, nothing could be further from the truth. I have had a lot of people help me, and without their help, I wouldn't be here. And while I'm acknowledging people, I would like to acknowledge two school administrators. These two people have had a lot to do with any success that I have accumulated to date. These two people are Mr. William Phillis, Superintendent of the Columbiana County Schools, and Mr. James Shope, Superintendent of the Ross County Schools. Two County Superintendents, and I couldn't have been any luckier, because these two gentlemen allowed me to grow both personally and professionally. They gave me every encouragement, and they gave me every break. Without their efforts I wouldn't be here.

While we're on the subject of gratitude, I think we all owe a depth of gratitude to the past Administration and to the preceding Administrations of OSCA, because you've got to remember that this is a volunteer association. We've never had a paid staff, we've never had an executive secretary, so a lot of people have made a lot of sacrifices right down the line. And our outgoing President, Mr. Ameredes, has made many sacrifices for this association.

We have accomplished much in OSCA under some very trying circumstances, but there is still much more to be accomplished. In the past it has not always been possible for this Association to be responsive. In the past it has not always been possible for this Association to seek the involvement of its membership. But I tell you this today, this Association is going to be responsive, and it is going to seek the involvement of its membership. Today marks the beginning of a new Ohio School Counselors Association, a Counselors Association that will build on the past and move confidently into the future.

There is much to be done. There are many problems and many issues to be decided. I would like to establish a "watch word" for this year's administration--Cooperation. We need to cooperate better and coordinate better our activities in respect to the Division of Guidance and Testing. Whenever the specific OSCA activity in question is compatible with the Division's role and function, the Division of Guidance and Testing is a wonderfully beautiful resource for OSCA, we are going to utilize the Division of Guidance and Testing's expertise. We can compliment the Division also. We are not polls apart. We are in the same ball game, and we are on the same team.

We must also cooperate whenever and wherever it is feasible with OEA and other kindred associations. It would be premature for me to tell you today what this cooperation should entail. This matter will need some judicious study.

We have some priorities for this year, communications, dialogues, involvement, and I would like to enumerate them for you. We've got to communicate more adequately with you people out there. We've got to have a dialogue, and we have to involve more of you. How are we going to do this? First of all, this year District Representatives will be District Representatives. In the past, District Representatives have had other duties cast upon them. This year their sole function will be to get out, be visible, and work with the local associations. We will bring chairmen into OSCA to staff our various committees who have expertise in those areas. In negotiations, we are going to bring someone in who is an experienced negotiator. In legislation, we are going to put people on a committee who have had some experience and have had some contacts with legislators. We are going to try to expand and improve the machinery of OSCA. OSCA's present machinery worked well for the 60's, but we are moving into another decade, into the 70's, and we are going to have to overhaul some of the machinery. We are going to have to make it more efficient, more flexible, and more efficacious.

I would like to issue a call to each and everyone of you. If you want to become involved in OSCA, you're going to have your chance. I'm opening the door. Send me a postcard, get your name to me somehow, and we'll see that you get on an OSCA committee.

At our Business Meeting yesterday, a constitutional amendment was passed, and in the spring we will go to 23 representatives rather than the nine that we now have. So the Executive Committee will grow, and grow, and grow. This is good, because we need this type of involvement.

Keith mentioned our legislative program. Keith and I have worked on a tentative program, and we hope to put this program into effect. This program is going to take a lot of time, we are going to need a lot of help and we'll be calling on you people. This program will be outlined in the next OSCA Newsletter.

I think we ought to take a look at the area of privileged communication. Counselors do not have privileged communication in the State of Ohio. There are very few states that do have this type of legislation. I think we ought to study this whole area. And, of course, we are going to have to work to try to improve the many efforts that are now being mobilized as far as improving education from the federal level. And then, there is the area of negotiations. We on the Executive Committee have got to find out what people expect of us concerning negotiations. And we've got to come up with some sort of rationale concerning what we actually and fragmatically can do for you. We've been letting this issue kind of slide by the boards.

We've got to take a look at role and function, and this isn't a dead horse. If you go across the State of Ohio, you are going to see a tremendous amount of diversity as far as guidance and counseling roles and functions. We have too many counselors, who are quasi attendance workers, quasi teachers, quasi this or that. I think we have to have a readily identifiable guidance and counseling role and function, because if we don't we are going to fade out of existence.

Dugald Arbuckle, in the May issue of "The School Counselor" addressed this particular problem. He said that if counselors do not have an identifiable role and function, it will be very easy in the coming years to just add more attendance workers, more teachers, more this and that.

We are going to have to really get out there and push for elementary guidance. We need elementary guidance. Many of the problems that we come across in high school could have been taken care of if we had elementary guidance counselors in all of our elementary buildings.

OSCA is also going to have to address itself to a code of ethics. We have a code of ethics now, but this code of ethics is a code of ethics of our national association. I'm not quarreling with it, but I do believe that we ought to sit down and come up with a code of ethics for the State of Ohio and for guidance counselors in the State of Ohio.

I think we have to get more involved in guidance evaluation. The State Department is doing an excellent job in guidance evaluation. OSCA has got to become more involved in this very valuable, valuable program. We could do more research and introversion, and by research and introversion I mean practical, action orientated research, research that people can actually use in their local situations.

Most importantly, we have to come up with a program for the 70's. I am going to institute a new committee called the "OSCA Committee for Funding for the 70's." The task of this committee will be to take a look at various alternative proposals for funding OSCA. Right now we are working on a shoe-string budget. You can't be a powerful association if you don't have the "where-with-all" to implement plans and proposals. We've got to come up with more money. We're going to look at this this year. We've got to come up with a rationale for what OSCA is going to be in the 70's.

Finally, OSCA must take a stand on the critical issues of our time. Such issues as race relations, war and peace, radicalism, etc. We have to take a stand on these issues. We have made tentative progress in this area this year. The OSCA Advisory Committee has had dialogue with the black Ad Hoc Committee, and we have come up with some proposals. Now we need to implement these proposals. I'm going to ask OSCA to initiate another new committee, the "OSCA Committee for Minority Affairs," so that we can implement these proposals.

Well, you have heard a great deal of rhetoric from me, but now is the time for action, action, and more action. I issue a Clarion Call to each and everyone of you to join hands, to join hearts, and to join minds. Let us work together, let us build together, and let us strive together, let us succeed together and let us grow together as a professional association.

Thank you.

Mr. Fred S. Schiff
Program Chairman
18th All Ohio Guidance Conference

I guess the key word is--keep it short! I wanted to say thank you, and in order to be a little more specific in my thanks as Program Chairman, to be more specific about my thanks to the individuals who have helped in forming this program. Let me say that the committee, they were introduced to you yesterday, met frequently in Chillicothe. Not only did they help with dozens of ideas, suggestions, and a hundred and one details, but they also took an active part in the activities in the last two days. I wish to thank them personally for their

help, their time, and, of course, the many people who were involved, including the presenters, and the speakers. I would also like to thank the Division of Guidance and Testing of the State Department. Most of them worked behind the scenes. The two individuals that helped in almost all aspects of the program were Harry Meek and, of course, Dr. Weaver.

So this is my opportunity to thank all for their help and thank you for being here and participating. Thank you very much.

Mr. Harry R. Meek
Field Supervisor
Division of Guidance and Testing
Columbus, Ohio

We would like to announce that the Program Chairman for the 19th Annual All Ohio Guidance Conference is Dr. Roger McCormick from Kettering Schools. I would like for him to stand at this time.

I would like to dismiss you with this bit of personal philosophy.

"Only one life, t'will soon be past,
Do today while it lasts."

The weather is bad, take care! Shalom!

APPENDIX A

EIGHTEENTH ALL OHIO GUIDANCE CONFERENCE PLANNING COMMITTEE

Program Chairman

Mr. Fred S. Schiff
County Guidance Coordinator
Fairfield County Schools
Lancaster, Ohio

Conference Coordinator

Dr. Charles E. Weaver
Supervisor of Guidance Field Services
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

Other Members

Mr. Paul R. Casto
Guidance Director
Marietta Jr. High School
Marietta, Ohio

Dr. George E. Hill
Distinguished Professor of Education
Ohio University
Athens, Ohio

Mr. Richard R. Howard
Director of Pupil Personnel
Minford High School
Minford, Ohio

Mrs. Eddie Jean Kerney
Counselor
Mt. Logan Jr. High School
Chillicothe, Ohio

Sister Georgia Kitt
Counselor
Catholic Central High School
Springfield, Ohio

Mrs. Margaret E. Lunghofer
Guidance Coordinator
West Muskingum High School
Zanesville, Ohio

Mr. Harry R. Meek
Field Supervisor
Division of Guidance and Testing
Columbus, Ohio

Dr. Leonard P. Rand
Associate Professor of Education
Ohio University
Athens, Ohio

Mr. Raymond J. Pack
Director of Guidance
Ross County Board of Education
Chillicothe, Ohio

Mrs. Doris C. Young
Counselor
Waverly High School
Waverly, Ohio

Miss Marilyn A. Swingle
Counselor
Philo High School
Philo, Ohio

APPENDIX B

OHIO SCHOOL COUNSELORS ASSOCIATION
EXECUTIVE BOARD
1969 - 1970

Elected Officers

President . . . . . Mr. Bill N. Ameredes
Assistant Principal
Buckeye High School
Medina, Ohio 44256

President-Elect . . . . . Mr. Raymond J. Pack
Director of Guidance
Ross County Board of Education
Chillicothe, Ohio 45601

Past President . . . . . Mr. F. Ralph Miller
Director of Guidance
Mansfield Public Schools
Mansfield, Ohio 44903

Treasurer . . . . . Mr. James B. Bazzell
Counselor
Fairmont West High School
Kettering, Ohio 45429

Appointed Members

Recording Secretary . . . . . Miss Arlene M. Spahr
Counselor
Garfield High School
Akron, Ohio 44301

Corresponding Secretary . . . . . Miss Carol A. Wagner
Counselor
Kent State University School
Kent, Ohio 44240

OACES Representative . . . . . Dr. Charles E. Hayden
Associate Professor of Education
Bowling Green State University
Bowling Green, Ohio 43402

Newsletter Editor	Miss Wilma R. Parr Counselor-Instructor Columbus Technical Institute Columbus, Ohio 43215
State Department Representative	Dr. Charles E. Weaver Supervisor of Guidance Field Services Division of Guidance and Testing State Department of Education Columbus, Ohio
Public Relations Chairman	Mrs. Norma S. Marcere Counselor Garfield High School Akron, Ohio 44301
Research Committee Chairman	Dr. Russell F. Getson Associate Professor of Education Department of Counseling and Personnel Services Kent State University Kent, Ohio 44240
Ethics Committee Chairman	Mr. B. Gene Leach Counselor Hyre Junior High School Akron, Ohio 44312
Archives Committee Chairman	Mr. Michael J. Leymaster Counselor, Student Services Columbus Technical Institute Columbus, Ohio 43215

District Representatives

North Central	Mr. James W. Wagner Counselor Madison High School Mansfield, Ohio 44905
Northwestern	Mr. Robert W. Eigensee Director of Guidance Rossford High School Rossford, Ohio 43460
Southeastern	Mr. Charles C. Beard Director of Pupil Personnel South Point High School South Point, Ohio 45680

Southwestern	Mr. Thomas L. Hunter Coordinator, Work Related Programs Cincinnati Public Schools Cincinnati, Ohio 45202
Western	Miss Elizabeth L. Schiller Counselor Beavercreek High School Xenia, Ohio 45385
Central	Mr. David J. Fergus Counselor Jones Junior High School Columbus, Ohio 43221
East Central	Mr. Robert R. Menarcheck Counselor Lincoln High School Canton, Ohio 44706
Eastern	Mrs. Betty Z. McAninch Counselor Bridgeport High School Bridgeport, Ohio 43912
Northeastern	Mrs. Delores A. Simpson Counselor South High School Akron, Ohio 44307

DIVISION OF GUIDANCE AND TESTING
John G. Odgers
Director

Elisabeth K. Billig
Publications Writer

David W. Winefordner
Assistant Director
Donald J. Frericks
Assistant to the Director

Guidance Pro. Development Ser.
Walter W. Adams
State Supervisor

- David W. Cliness — Program Specialist, Research
- Paul E. Kohli — Program Specialist, Adult Guidance
- William E. Nemec — Program Specialist, Elementary Guidance
- Joseph Mihalka — Program Specialist, Career Planning & Placem't
- Joseph A. Schindler — Program Specialist, Vocational Guidance

Guidance Field Services
Charles E. Weaver
State Supervisor

- Frank L. O'Dell — Field Services Coordinator
- Richard E. Green — Field Supervisor
- Dermot J. Schnack — Vocational Guidance Sup.
- Harry R. Meek — Field Supervisor
- Gerald L. Ognibene — Field Supervisor
- James R. O'Connor — Field Supervisor
- Chris Hansen — Systems Analyst

Ohio Testing Services
Kenneth R. Higgins
State Supervisor

- Dorothy S. Allen — Test Developm. Specialist, Languages and Music
- Richard F. Bowman, Jr. — Test Developm. Specialist, English and Social Studies
- John R. Bybee — Test Developm. Specialist, Mathematics and Science
- E. Roger Trent — Test Developm. Specialist, Ohio Survey Tests
- Louis C. Vild — Administrative Specialist

APPENDIX D

CONFERENCE PROGRAM

Thursday, September 24, 1970

10:00 a.m. Opening Session (Frank J. Lausche Exhibits Building)

Presiding--Mr. Fred S. Schiff, Program Chairman, Eighteenth All Ohio Guidance Conference & County Guidance Coordinator, Fairfield County Schools, Lancaster, Ohio

National Anthem and Musical Selections

Mr. Robert C. Trocchia, Director
Fairfield Union High School Band
6401 Cincinnati-Zanesville Rd. NE
Lancaster, Ohio

Narrator

Mr. Richard S. Smith, Student, Fairfield Union High School
6401 Cincinnati-Zanesville Road NE
Lancaster, Ohio

Invocation

Father Kenneth F. Grimes, Assistant Superintendent of Education
The Diocese of Columbus, Columbus, Ohio

"GUIDANCE AND THE DESTINATION CRISIS"

Dr. Anthony C. Riccio, Professor of Education, School of Education
The Ohio State University, Columbus, Ohio

Conference Highlights

Dr. Charles E. Weaver, Supervisor of Guidance Field Services, Division of Guidance and Testing, State Department of Education, Columbus, Ohio

11:30 a.m. Luncheon (Youth Center)

Presiding--Mr. Bill N. Ameredes, Assistant Principal
Buckeye High School, Medina, Ohio

Luncheon Program

"Legal Implications of H.B. #338 for School Counselors"

Mr. James W. Tharp, Attorney--Teaford, Bernard, West and Brothers, Columbus, Ohio
(Former Assistant Ohio Attorney General and Attorney Examiner for Ohio Department of Education)

Musical Interlude
Mr. Paul S. Noblitt, Organist
Supervisor, Community Relations, South-Western City Schools, Grove City, Ohio

SPECIAL EVENTS

Thursday, September 24, 1970

12:30 p.m. OSCA Business Meeting (Frank J. Lausche Youth Exhibits Building)

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3:30 p.m. Visit to the Columbus Technical Institute

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Arts and Crafts, Auditorium

SHOWING OF AWARD WINNERS AT THE 1970 APGA FILM FESTIVAL

12:45 p.m. Best Film: "Where Do I Go From Here?"

Best Filmstrip Series:

1:15 - 1:45 p.m. "High School Course Selection And Your Careers"
1:45 - 2:15 p.m. "Dare To Be Different"
5:00 - 5:30 p.m. "Everything But ...,"
5:30 - 6:00 p.m. "You And The Law"

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2:30 - 3:45 p.m. FIRST WORKGROUP SESSION

Workgroup I:--Vocational Guidance - Examples of the Developmental Approach (West Bay, Arts and Crafts Building)
Chairman--Dr. H. D. Brum, Former Assistant Director, Vocational Education, Special Needs and Career Orientation, Presently Director, Division of School Finance, Ohio Department of Education, Columbus, Ohio
Presenters
Mrs. Phyllis B. Greer, Director, Equal Education Opportunities, Dayton City Schools, Dayton, Ohio

Mr. John W. Parsons, Principal, Rogers High School, Toledo, Ohio

Mr. Robert H. Lowe, Principal, Courter Technical High School, Cincinnati, Ohio

Workgroup II:--To Drugs and Back (Rooms 150 & 151, Youth Center)
Chairman--Mrs. Eddie Jean Kerney, Counselor Mt. Logan Junior High School, Chillicothe, Ohio

Presenters

Mr. Gilbert A. Johnson, Superintendent, Whitehall City Schools, Columbus, Ohio

Mr. George W. Young, Guidance Counselor, Whitehall City Schools, Columbus, Ohio

Miss Becky S. Holzhause, Student, Whitehall City Schools, Columbus, Ohio

Workgroup III:--Sensitive Training for High School Students??? (Auditorium - Arts and Crafts Building)
Chairman--Mr. Harry R. Meek, Field Supervisor, Division of Guidance and Testing, State Department of Education, Columbus, Ohio

Presenter

Dr. Jack D. Orsburn, Department of Education, Case Western Reserve University, Cleveland, Ohio

Discussant

Dr. G. R. Bowers, Assistant Superintendent, State of Ohio, Department of Education, Columbus, Ohio

Workgroup IV:--Earlier Guidance Opportunities in the Columbus Public Schools (Frank J. Lausche Building)
--Parent Effectiveness Training
--Play Media
--The World of Work
--School-University Cooperation in Program Development

Chairman--Mr. William E. Nemec, Program Specialist, Elementary School Guidance, Division of Guidance and Testing

Presenters

"Overview of the Columbus Program"
Mrs. Mary Claytor, Coordinator, Elementary School Counselors, Columbus Public Schools

"Parent Effectiveness Training"
Mrs. Patricia S. McClure, Counselor, Fairmont and Pinecrest Elementary Schools Columbus, Ohio
Mrs. Laureen B. Dean, Counselor, Windsor Elementary School, Columbus, Ohio

"Play Media"
Mrs. Betty S. Melragon, Counselor, Lincoln Park Elementary School, Columbus, Ohio
Mrs. Mary Jo Fitzenrider, Counselor, Eleventh Avenue Elementary School, Columbus, Ohio

"The World of Work"
Mrs. Gean G. Norman, Counselor, Ohio Avenue Elementary School, Columbus, Ohio
Mrs. Martha Permar, Counselor, Felton Elementary School, Columbus, Ohio

"School-University Cooperation in Program Development"
Dr. Joseph J. Quaranta, Associate Professor, The Ohio State University, Columbus, Ohio
Miss Susan K. Jones, Counselor, Milo Elementary School, Columbus, Ohio
Mr. John H. Hoff, Counselor, West Broad and West Mound Street Elementary Schools, Columbus, Ohio

Workgroup V:--A Live Demonstration of Group Counseling with Elementary School Children (Middle Bay - Arts and Crafts Building)
Chairman--Dr. George E. Hill, Distinguished Professor of Education, Ohio University, Athens, Ohio

Presenters

Miss Lee Ann Stockton, Elementary Counselor, Columbus Public Schools Columbus, Ohio

Miss June A. Watson, Graduate Student Ohio University, Athens, Ohio

Discussant

Dr. J. Melvin Witmer, Associate Professor of Education, Ohio University, Athens, Ohio

Workgroup VI:--Black and White Confrontation (East Bay, Arts and Crafts Building)

Chairman--Mr. Kenneth W. Richards, Director Child Study and Guidance, Akron City Schools, Akron, Ohio

Presenters

Miss Kim S. Bond, Student, Firestone High School, Akron, Ohio

Miss Teresa D. Johnson, Student, South High School, Akron, Ohio

Miss Phyllis J. Lerch, Advisor, Firestone High School, Akron, Ohio

Mr. Christopher T. Mitchell, Student, South High School, Akron, Ohio

Mr. Gary M. Rosen, Student, Firestone High School, Akron, Ohio

Mr. Frederick W. Wilson, Advisor, South High School, Akron, Ohio

Workgroup VII:--Guidance Orientation: Pupils, Parents and Professional Staff (Art Gallery - Arts and Crafts Building)

Moderator--Dr. Glenn A. Saltzman, Associate Professor of Education, Department of Counseling and Personnel Services Education, Kent State University, Kent, Ohio

Presenters

Mr. Daryl D. Batemen, Counselor, Davey Junior High School, Kent, Ohio

Mrs. Helen G. Dunlavy, Counselor, Davey Junior High School, Kent, Ohio

Mrs. Jean M. Koppert, Counselor, Britton Junior High School, Hilliard, Ohio

Mrs. Jean M. Porter, Director of Guidance, Lincoln High School, Gahanna, Ohio

Mr. Albert T. Senft, Guidance Coordinator Shaker Heights High School, Shaker Heights, Ohio

Dr. H. Eugene Wysong, Associate Professor Department of Guidance and Counselor Education, University of Toledo, Toledo, Ohio

Workgroup VIII:--Counselor Education for the NOW Student (South Entrance Lobby, Youth Center)

Chairman--Mrs. Doris C. Young, Counselor, Waverly High School, Waverly, Ohio

Presenters

Mrs. Claretta K. Boder, Vocational Guidance Coordinator, Eastland Vocational Center, Groveport, Ohio

Dr. Russell F. Getson, Associate Professor of Education, Department of Counseling and Personnel Services Education Kent State University, Kent, Ohio

Dr. Anthony C. Riccio, Professor of Education, The Ohio State University, Columbus, Ohio

Thursday, September 24, 1970

6:30 p.m. Banquet (Youth Center)

Toastmaster--Dr. Donald A. Green, Professor of Education and Chairman, Department of Guidance, Counseling and Student Personnel, Ohio University, Athens, Ohio

Musical Interludes

Mr. Paul S. Noblitt, Organist, Supervisor Community Relations, South-Western City Schools, Grove City, Ohio

Invocation

Rabbi Nathan Zelizer, Congregation Tifereth Israel and Chairman, Columbus Board of Rabbis

Introduction of Guests

Dr. Charles E. Weaver, Supervisor of Guidance Field Services, Division of Guidance and Testing, State Department of Education, Columbus, Ohio

Greetings from the State Department of Education

Dr. Martin W. Essex, Superintendent of Public Instruction, State of Ohio

Speaker

Dr. Paul W. Fitzgerald, Administrator Pupil Personnel Section, Department of Education, Tallahassee, Florida

Friday, September 25, 1970

9:45 a.m. General Session (Frank J. Lausche Youth Exhibits Building)

Presiding--Mr. Fred S. Schiff, Program Chairman, Eighteenth All Ohio Guidance Conference

Topic

WHITE GUIDANCE - BLACK STUDENT

Mr. Bertram E. Gardner, Manager Organizational Development, The Cleveland Trust Company, Cleveland, Ohio

10:45 a.m. SECOND WORKGROUP SESSION

Workgroup I:-- Psychological Factors in Linking Man and Machines (Auditorium - Arts and Crafts Building)

Chairman--Mr. Paul R. Casto, Guidance Director, Marietta Junior High School, Marietta, Ohio

Presenter

Mr. Joseph H. Blumberg, Training Director Ohio Bell Comptroller's Organization Cleveland, Ohio

Reactor

Mr. John C. Meerbach, Reseach Associate Tiffin Public Schools, Tiffin, Ohio

Workgroup II:--The Generation Gap - What it Means to the Counselor (Frank J. Lausche Building)

Chairman--Sister Georgia Kitt, Counselor, Catholic Central High School, Springfield, Ohio

Presenters

Mr. J. F. Morrell, Counselor, Beallsville High School, Beallsville, Ohio

Mrs. Delores A. Simpson, Counselor South High School, Akron, Ohio

Sister Marie Celine, Ursuline High School Youngstown, Ohio

Workgroup III:--Residential Treatment Schools: How to Enroll and Why? (West Bay, Arts and Crafts Building)

Chairman--Mr. Raymond J. Pack, Director of Guidance Ross County Board of Education, Chillicothe Ohio

Presenters

Mr. John G. Stevens, Director of Special Education, Starr Commonwealth for Boys Van Wert, Ohio

Mr. Robert F. Wagner, Assistant Director Starr Commonwealth for Boys, Van Wert, Ohio

Workgroup IV:--Youth, The Draft, War, World Peace, And The APGA World Peace Commission (Middle Bay, Arts and Crafts Building)

Chairman--Mr. Fred S. Schiff, Program Chairman and County Guidance Coordinator, Fairfield County Schools, Lancaster, Ohio

Presenters

Dr. Dwight L. Arnold, Professor Emeritus of Education, Department of Counseling and Personnel Services Education, Kent State University, Kent, Ohio

Dr. Russell F. Getson, Associate Professor of Education, Department of Counseling and Personnel Services Education, Kent State University, Kent, Ohio

Workgroup V:-- The Challenges for Program Development in a One-Counselor School (East Bay, Arts and Crafts Building)

Chairman--Mrs. Margaret E. Lunghofer, Guidance Coordinator, West Muskingum High School Zanesville, Ohio

Presenters

Mr. James R. Ballantine, Director of Guidance, Sheridan High School, Thornville, Ohio

Mr. Fred J. Loper, Guidance Director Cambridge High School, Cambridge, Ohio

Dr. Edward L. Trembley, Associate Professor of Education, Ohio University, Athens, Ohio

Workgroup VI:-- The High School Pregnant and/or Married Student - The View From Here (Art Gallery - Arts and Crafts Bldg.)

Chairman--Mr. Richard R. Howard, Director of Pupil Personnel Services, Minford Schools Minford, Ohio

Presenters

Mrs. Mildred W. Creager, ACSW Executive Director, Florence Crittenton Services of Columbus, Columbus, Ohio

Mr. Ronald J. Shoemaker, Principal, Waverly High School, Waverly, Ohio

Mr. Charles C. Beard, Director of Pupil Personnel, South Point High School, South Point, Ohio

Workgroup VII:-- Emerging Value System of the NOW Generation (Rooms 150 & 151, Youth Center)

Moderator--Mr. Dennis L. Sears, Counselor, Lincoln High School, Gahanna, Ohio

Presenters

Mr. James R. Holyfield, Director of Guidance Mifflin High School, Columbus, Ohio

Mrs. Rosetta T. Horst, Director of Guidance Canal Winchester High School, Canal Winchester, Ohio

Miss Rita M. LuKaszewski, Counselor
Dublin Junior High School, Dublin, Ohio

8:30 p.m. The NOW Look of the Division of Guidance and Testing
(Youth Center)
Moderator--Dr. Franklin B. Walter, Deputy Superintendent, State of Ohio, Department of Education

Mr. John G. Odgers, Director, Division of Guidance and Testing

Dr. Charles E. Weaver, Supervisor
Guidance Field Services

Mr. Walter W. Adams, Supervisor, Guidance Development Program

Mr. Kenneth R. Higgins, Supervisor, Ohio Testing Services

12:45 p.m. LUNCHEON AND FINAL SESSION
Presiding--Mr. Harry R. Meek, Field Supervisor
Division of Guidance and Testing, Columbus Ohio

Remarks

Mr. Bill N. Ameredes, Retiring President
Ohio School Counselors Association

Mr. Raymond J. Pack, New President
Ohio School Counselors Association

Acknowledgements

Mr. Fred S. Schiff, Program Chairman
18th All Ohio Guidance Conference

Dr. Roger D. McCormick, Program Chairman
19th All Ohio Guidance Conference

APPENDIX E

FOR THE RECORDS

(Positions given are those held when program chairman, president, or the award was received)

ALL OHIO GUIDANCE CONFERENCE CHAIRMEN

The following is an excerpt from information forwarded to us by Robert "Pop" Wyandt, one of the pioneers of guidance in Ohio:

"Early in the spring of 1953 several people began to see the need of some type of a state organization to further the program of guidance in the State of Ohio. John Odgers was in his early years as State Supervisor and he felt very strongly that something should be done. Consequently, certain key men and women of the State were contacted. After a round of discussion it was decided to hold a State Convention. It was suggested that perhaps a noon meeting would suffice for the month of November. At the conclusion of the meeting it was decided to hold a meeting yearly. Plans were made accordingly and since 1953 the All Ohio Guidance Conference has convened regularly each year. The Master of Ceremonies for the auspicious first meeting was a timid, bashful country boy by the name of 'Pop' Wyandt."

Our records are incomplete for the first four All Ohio Guidance Conferences. Since that time the following have served as Conference Program Chairmen:

Fifth 1957	DR. SAM J. BONHAM, JR. Director of Pupil Personnel Montgomery County Schools
Sixth 1958	DR. PAUL E. SPAYDE Director of Reseach and Guidance Lakewood City Schools
Seventh 1959	DR. WORTH R. JONES Counselor Educator University of Cincinnati
Eighth 1960	DR. ROBERT L. GIBSON Department of Guidance and Counseling Education University of Toledo
Ninth 1961	MR. DONALD E. HALTER Director of Guidance Solon High School, Solon
Tenth 1962	DR. WILLIAM H. VAN HOOSE Director of Pupil Personnel South-Western City Schools
Eleventh 1963	MR. GILBERT W. MCNEAL Director of Pupil Personnel Martins Ferry City Schools

Twelfth 1964	MR. WILLIAM R. DRURY Director of Pupil Personnel Services Beavercreek Local Schools
Thirteenth 1965	DR. RUSSELL F. GETSON Assistant Director for Pupil Personnel Kent State University School
Fourteenth 1966	MR. MARVIN G. RAMMELSBERG Associate, Guidance Services Cincinnati Public Schools
Fifteenth 1967	MR. JOHN J. POTH Director of Pupil Personnel Services Lucas County Schools
Sixteenth 1968	MR. ALLEN D. GRIGSBY Counselor Shaker Heights High School
Seventeenth 1969	MR. JAMES A. FROST Elementary Counselor South-Western City Schools
Eighteenth 1970	MR. FRED S. SCHIFF County Guidance Coordinator Fairfield County Schools

HONORARY MEMBERSHIP RECIPIENTS

1962	CAPTAIN LOUIS HAM, JR. West Point Military Academy West Point, New York
1961	MRS. MARY P. CORRE FOSTER Director of Counseling, Cincinnati Public Schools Past President of N.V.G.A. Past President of A.P.G.A.

DWIGHT L. ARNOLD AWARD RECIPIENTS

1970	MRS. CLARETTA K. BODER Vocational Guidance Coordinator Eastland Vocational Center
1969	MR. RUSSELL E. FRANK Director of Guidance Cuyahoga Heights Local High School
1968	MRS. GERALD I. EGER Counselor Bethel Local Senior High

1967	MR. LYNN M. WELKER Supervisor of Pupil Personnel Services Wayne Joint Vocational School
1966	MR. THOMAS L. KANE, JR. Counselor Dover High School
1965	MR. RAYMOND J. PACK Counselor Scioto Valley Schools
1964	MR. JAMES E. GAY Guidance Director Tipp City Exempted Village Schools
1963	MRS. JEAN B. DICKERSON Counselor Coshocton High School

MERITORIOUS SERVICE AWARD RECIPIENTS

1970	MR. KENNETH L. BLACK Director, Guidance and Testing Wayne County Office of Education
1969	DR. CHARLES E. WEAVER Supervisor, Guidance Services Division of Guidance and Testing
1969	DR. H. EUGENE WYSONG Associate Professor of Education The University of Toledo
1968	MR. PAUL J. LYNCH Counselor Ohio Dominican College Columbus, Ohio
1967	MR. ANDREW S. KRISTY Counselor Canton Lincoln High School
1967	MR. FRANK W. DOWNHOUR Director of Guidance Tri-County Joint Vocational School
1966	DR. BYRL R. SHOEMAKER Director, Division of Vocational Education Ohio Department of Education
1965	DR. ROBERT L. GIBSON Professor of Counseling Education Indiana University

1965	MISS MAURINE E. ROSCH (Retired) Former Director of Guidance Cleveland City Schools
1963	DR. RALPH J. WOODIN Executive Secretary Ohio Vocational Association
1963	DR. THOMAS G. O'KEEFE Executive Secretary Ohio Education Association
1963	DR. LEWIS E. HARRIS Executive Director Ohio School Boards Association

LIFE MEMBERSHIP RECIPIENTS

1969	MR. JOHN G. ODGERS Director Division of Guidance and Testing State Department of Education
1969	DR. MABEL M. RIEDINGER Distinguished Professor of Education University of Akron
1968	MR. LLOYD M. SWAN Director Pupil Personnel Canton City Schools
1967	DR. GEORGE E. HILL Distinguished Professor of Education Ohio University, Athens
1962	DR. DEAN L. HUMMEL Associate Professor of Education Ohio University, Athens
1962	DR. DAN EIKENBERRY (Deceased) Professor Emeritus of Education Ohio State University
1961	MR. ROBERT "POP" WYANDT Director of Guidance Sylvania City Schools
1961	DR. DWIGHT L. ARNOLD Professor of Education Kent State University

IN (INNOVATIVE)

1970	DR. KEITH D. BARNES Supervisor, Guidance Services Columbus Public Schools

PAST PRESIDENTS

1970	MR. BILL N. AMEREDES Assistant Principal Buckeye Local High School
1969	MR. F. RALPH MILLER Director of Guidance and Testing Mansfield Public Schools
1968	DR. RUSSELL F. GETSON Associate Professor Kent State University
1967	DR. WALTER W. DAVIDSON Director of Guidance Fostoria High School
1966	MR. DAVID B. HATHAWAY Coordinator of Pupil Personnel Services Franklin County Schools
1965	MR. WILLIAM R. DRURY Director of Pupil Personnel Beavercreek Schools
1964	DR. M. A. WOGAMAN Assistant Superintendent (Pupil Personnel) Kettering City Schools
1963	DR. WILLIAM H. VAN HOOSE Director of Child Study Akron City Schools
1962	MR. GILBERT W. MCNEAL Director of Guidance Martins Ferry High School
1961	MR. VICTOR K. CARMAN Counselor Schwab Junior High School
1960	MR. DONALD E. HALTER Counselor Solon High School

APPENDIX F

EXHIBITORS FOR THE EIGHTEENTH ALL OHIO GUIDANCE CONFERENCE

1. American Guidance Service, Inc.
2. American Society of Women Accountants
3. Bliss College
4. Bluffton College
5. California Test Bureau, McGraw-Hill Book Company
6. Capital University
7. Career Academy, Inc.
8. Careers, Inc.
9. Case Western Reserve University
10. Chronicle Guidance Publications, Inc.
11. Cincinnati Technical Institute
12. Cleveland Engineering Institute
13. College Admission Council
14. College of Mount St. Joseph on the Ohio
15. College of Steubenville
16. Columbus Business University
17. Columbus Dietetic Association
18. Columbus Technical Institute
19. Davis Junior College of Business
20. Doubleday & Company, Inc.
21. Dyke College
22. Edgecliff College
23. Educational Testing Service
24. Educator & Executive Insurance
25. Electronic Technology Institute
26. Findlay College
27. Finney Company
28. Franklin University
29. Gilmour Academy
30. Harcourt, Brace & Jovanovich, Inc., Test Dept & Guidance Associates
31. Health Communications of Ohio
32. Houghton Mifflin Company
33. Institute of Computer Management
34. Interagency Board of U.S. Civil Service Examiners for Southern Ohio
35. ITT Educational Services, Inc.
36. Kent State University
37. Lorain County Community College
38. Malone College
39. Mary Manse College
40. Muskingum Area Technical Institute
41. National Scholarship Service and Fund for Negro Students
42. Nationwide Schools and Housing
43. NCR Educational Products

44. Notre Dame College
45. Ohio Bureau of Employment Services
46. Ohio Association for Health, Physical Education and State Planning Committee for Health Education
47. Ohio Association of Sanitarians
48. Ohio Civil Rights Commission
49. Ohio Contractors Association
50. Ohio Dominican College
51. Ohio Library Association
52. Ohio Northern University
53. Ohio Nurses Association
54. Ohio Optometric Association
55. Ohio Osteopathic Association of Physicians and Surgeons
56. Ohio Podiatry Association
57. Ohio Society of Medical Technologists
58. Ohio State Barber College
59. Ohio State Regional Medical Program
60. Ohio State School of Cosmetology
61. Ohio State University, Department of Aerospace Studies
62. Ohio State University, U.S. Army ROTC
63. Ohio Student Loan Commission
64. Ohio Technical College
65. Ohio Trucking Association
66. Otterbein College
67. Penta Technical College
68. Personnel Press, Inc.
69. Pittsburgh Institute of Aeronautics
70. Psychological Corporation
71. Rio Grande College
72. St. Elizabeth Medical Center School of Nursing
73. Scholastic Testing Service
74. Science Research Association
75. Social Security Administration
76. Steck-Vaughn Company
77. Tiffin University
78. Tri-County Technical Institute
79. United Technical Institute
80. Urbana College
81. U.S. Air Force Academy
82. Walsh College
83. Wilberforce University
84. Wilmington College
85. Wittenberg University
86. Xavier University

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